

EDUCATIONAL RESOURCES INFORMATION CENTER

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Volume 11 Number 3



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RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. RESOURCES IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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STANDARD FORM NO. 64

OFFICE OF THE SECRETARY OF DEFENSE

MEMORANDUM FOR THE SECRETARY OF DEFENSE

SUBJECT: [Illegible]

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Volume 11 Number 8 August 1976

Resources in Education

ED 120 337-121 931

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Author(s).

ED 654 321

56

CE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane
Career Education for Women

Organization where document originated.

Central Univ., Chicago, Ill.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Date published.

Spons. Agency—National Inst. of Education
(DHEW), Washington, D. C.

Report Number—assigned by originator.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Report No.—CU-2081-S

Descriptive Note (pagination first).

Alternate source for obtaining documents.

Pub Date May 73

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE

ED 120 337

Lederer, Muriel

The Guide to Career Education.

Pub Date 74

Note—401p.

Available from—Quadrangle/The New York Times Book Co., 10 East 53rd Street, New York, New York 10022 (\$9.95)

Document Not Available from EDRS

Descriptors—Blue Collar Occupations, Career Choice, Career Education, Educational Background, Educational Opportunities, Employment Opportunities, Employment Projections, *High School Graduates, Jobs, Job Training, *Occupational Information, Salaries, *Technical Education, *Vocational Development, *Vocational Education

The book is an effort to provide information that will increase the number of options open to post-high school students seeking specialized or advanced training via vocational or technical programs. It explores the many alternatives other than a four-year college or university. The author states, "The time is coming, if not already here, when millions of shrewd parents will be advising Junior to go for a union card rather than a college diploma." Answers are provided to questions regarding home study courses, private vocational schools, community college, cooperative education, apprenticeships, industry (on-the-job) training, programs for the handicapped, and manpower development programs. More than three-fourths of the book consists of a directory of 200 occupations, which require some training beyond high school, and offer the greatest opportunities for good-paying jobs in the 1970's. Occupational areas are: aeronautics; agriculture; art; automotive industry; business; clerical occupations; communications; conservation; construction industry; data processing; electric power, electronics, and telephone industry; engineering and science technology; graphic communications (printing) industry; health services; machining occupations; mechanics and repairmen; performing arts; sales occupations; service industries; transportation; and other manual occupations. Occupational information covers personal attributes, education/training, what the occupation offers, points to consider before entering the field, and informational sources. (EA)

ED 120 338

CE 005 086

Tiedeman, David V. Miller-Tiedeman, Anna
Choice and Decision Processes and Careers. Information Series No. 7.

CE 004 509

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—135p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (\$4.75)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Annotated Bibliographies, *Career Choice, Comprehension Development, *Decision Making, *Decision Making Skills, Developmental Psychology, Literature Reviews, Models, Occupational Choice, Resource Guides, *State of the Art Reviews

The state of the art review depicts comprehension of choice and decision making as knowable and demonstrates that something is already known about both processes and how to facilitate their comprehension. The assumption is made that deciding to choose, choosing to decide, deciding in order to choose, and choosing in order to decide must be conceived transactionally. Models of choice and decision are outlined. Choosing to decide must become a structure in which deciding in order to choose becomes subordinated, and, finally, choosing to decide eventually has to be subordinated to deciding to choose. Structures to regularize the discharge of functions in complex systems are considered; the styles and states in which people can be in relation to decision making are explicated; and the way in which induction, reformation, and integration generalize integratively with the macrocosm of hierarchically enlarging understanding of choice development within decision development is determined. A Deliberate Decision-Making Education Program and an Abelian Group Model of the constructed self are described. Career decision making is treated as the sustaining acquisition of career choice and decision-making skills. A bibliography comprised of abstracts located in computer searches of the ERIC collection offers further resources in career decision making, selected for general utility. (Author/AJ)

ED 120 339

CE 005 184

Clarke, Oliver

The Worker and Work: Contemporary Problems and Perspectives: Three Lectures.

Wisconsin Univ., Madison, Univ. Extension. Dept. of Rural Sociology.

Pub Date May 75

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Changing Attitudes, *Developed Nations, Industrialization, *Industrial Relations, *Job Satisfaction, *Labor Conditions, Lecture, Management, Skilled Workers, Socioeconomic Influences, Technological Advancement, *Work Attitudes, Work Environment, Working Hours

Identifiers—Europe

The series of three lectures examine different aspects of work as manifested in changes in workers' attitudes, responses to these changes in the European context, and significant European developments in relation to worker participation. The first lecture discusses social, technological, educational, and economic changes that have affected attitudes toward work, particularly in industrial societies, and which have brought about changes in the organizational relationship between management and workers. The second lecture examines changes in the work task, as a part of the changes occurring in advanced industrial societies in relation to work. The discussion centers on the European context to illustrate changes in the approach to work, drawing more on the workers' creativity and control of the job, and touching on different ideas that have influenced this change. The third lecture examines two other changes in relation to work: the condition under which work is carried out, and the nature of the authority structure. A decrease in time spent on work and flexibility of working time are two working conditions that have changed with industrialization. Increased participation in management is also evidenced by collective bargaining, trade unions, worker representation, and work councils. A bibliography is included. (Author/EC)

ED 120 340 95

CE 005 189

Robinson, Mary

Career Education Math: Units for Career Exploration in Sixth, Seventh or Eighth Grade.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—154p.; Page 34 will reproduce poorly; For related documents, see CE 005 188-191

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$3.25)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Career Education, *Career Exploration, Computer Science Education, Course Content, Educational Objectives, Hospital Personnel, *Instructional Materials, Integrated Curriculum, Intermediate Grades,

Junior High Schools, Learning Activities, *Mathematics Education, Mathematics Materials, Metric System, Occupational Clusters, Statistics, *Teaching Guides, Transportation, Unit Plan

The guide, designed for sixth, seventh, or eighth grade teachers and students, presents five mathematics instructional units for career exploration related to the occupational clusters transportation, communication, manufacturing, health, and business and office occupations. The units deal specifically with: shippers of household goods, the computer, metric measure, and hospital workers. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets for specific written activities, job sheets providing creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain transparency masters. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

ED 120 341 95 CE 005 190
Robinson, Mary

Career Education Science: Units for Career Exploration in Sixth, Seventh or Eighth Grade.
Pub Date 74

Note—127p.; For related documents, see CE 005 188-9 and CE 005 191

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$2.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Education, *Career Exploration, Course Content, Educational Objectives, Energy, *Instructional Materials, Integrated Curriculum, Intermediate Grades, Junior High Schools, Learning Activities, Manufacturing, Natural Resources, Occupational Clusters, Physicians Assistants, Science Activities, *Science Education, Scientific Methodology, *Teaching Guides, Telecommunication, Unit Plan

Identifiers—Air Transportation

The guide, designed for sixth, seventh, or eighth grade teachers and students, presents six science instructional units for career exploration related to the occupational clusters manufacturing (2), communication, transportation, health and agribusiness. The units deal specifically with: the scientific method for research, using the scientific method for research, systems analysis, air transportation, duties of a medical assistant, and energy from natural resources. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit, assignment sheets providing specific written activities, job sheets providing creative projects, answers to assignment sheets a unit test, and answers to the test. Some units also contain transparency masters. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

ED 120 342 CE 005 386

Charters, Alexander N.

Adult Education in American Society: Some Developments, Trends, and Issues.

Pub Date 75

Note—20p.

Journal Cit—Internationales Jahrbuch für Erwachsenenbildung 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, *Educational Assessment, Educational Change, *Educational Finance, Educational Needs, Educational Objectives, Educational Problems, Educational Trends, Financial Support, Program Attitudes, Program Development, *Social Change

A discussion of adult education in a changing American society is presented in the document.

Section 1, Adult Education in American Society, examines societal changes and educational goals as well as the structure and organization of adult education programs. Section 2, The Delivery System of Adult Education, discusses: (1) the audience; (2) funding sources, including private foundations, State, and Federal governments; (3) institutions, examining educational and noneducational institutions; (4) new institutions or emerging forms, discussing adult learning centers; and (5) problems without an institutional base or system for resolution, examining public affairs, gerontology, and early childhood development. Section 3, Some Continuing Concerns, includes: (1) financing of adult education, discussing the present pattern of financing; (2) compulsory or mandatory participation in adult education, presenting illustrations of program participation; and (3) planning in adult education, discussing factors involved. Section 4, Adult Education as a Profession of Field of Study, discusses national adult education associations, including the Coalition of Adult Education Organizations (CAEO), and Education Resources Information Center (ERIC). It is stated that adult educators are increasingly influencing decision-making processes affecting educational development, trends, and issues. (LH)

ED 120 343 CE 005 518

Johnston, Joyce D. And Others

The Language Experience Approach: Application for Tutoring Adults in Reading. Instructional Concept Guide No. 8.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—19p.; For related documents, see CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50; Discounts range from 20% to 40% for quantities)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Language Experience Approach, Learning Activities, Lesson Plans, Paraprofessional Personnel, *Reading Instruction, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Eight instructs the tutor in the use of the language experience approach to teaching reading. This teaching method, based on the use of words from the student's own speaking vocabulary for his reading instruction, is described. A 14-step basic outline of the procedure is presented. A sample lesson plan showing how language experience is combined with other lesson activities is included. The guide contains a sample story dictated by a student and the followup lesson plan based on that story and the previous lesson's log notes. Suggestions are given for tutor preparation for an experience lesson and for other applications of the language experience method. A four-item reference list on the approach concludes the guide. (Author/MS)

ED 120 344 CE 005 562

Berkowitz, Monroe And Others

An Evaluation of Policy-Related Rehabilitation Research.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date 75

Note—266p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$16.50)

Document Not Available from EDRS

Descriptors—Adolescents, Behavior Change, Correctional Rehabilitation, Cost Effectiveness, *Evaluation, *Handicapped, Psychiatric Services, *Rehabilitation, Rehabilitation Programs, Research Criteria, Research Design, Research

Methodology, *Research Projects, Social Work, Special Education, Vocational Education

The monograph evaluates the methodological quality and the policy utility of research in the area of rehabilitation of the handicapped. Analysis was based on a multidisciplinary review of 477 sample reports from more than 4,000 screened project reports. Chapter 1 delineates the nature of the study; Chapter 2 reviews the Federal/State rehabilitation program. Current emphasis in rehabilitation is a primary refocus on physically/mentally handicapped with a peripheral focus on culturally/socially disadvantaged. Chapter 3 discusses the historical development of rehabilitation. A group of chapters follow which review and synthesize rehabilitation research in a number of disciplines or areas: social work, behavior modification, adolescents, public offenders, special education, vocational education, psychiatric rehabilitation, correlates of success and prediction of outcomes, organizational variables, cost-benefit, and research quality. A concluding section details the findings and their implications. Only a small percentage of the reports were of sufficient methodological quality to be rated at the upper end of the scale. No specific method or technique was shown to be consistently better than another. A system is needed that provides a simple, straightforward, and clearly designed format for proposal review and selection. (A subject index is provided.) (EA)

ED 120 345 CE 005 571

Northrup, James C.

Affective Approaches to Career Education. Resource Monography No. 12.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date 75

Note—22p.; For the leader's guide and teacher's handbook used in the workshop, see CE 005 572-573

Available from—Division of Vocational Education, Knott Building, Room 204, Tallahassee, Florida 32304 (No price given)

Document Not Available from EDRS

Descriptors—Affective Behavior, *Affective Objectives, Attitude Tests, *Career Education, Classroom Environment, Elementary Education, Elementary School Teachers, *Inservice Teacher Education, Instructional Materials, Leadership Training, Measurement Instruments, Open Education, Process Education, Program Attitudes, *Teacher Attitudes, Teacher Improvement, *Teacher Workshops, Teaching Methods, Values

Identifiers—Florida, *Values Clarification

A teacher attitude workshop, designed to develop more positive attitudes toward career education and to develop teacher competency in the application of curriculum in the affective domain is described in the monograph, which also provides the background and rationale of the workshop. The workshop was designed by a university laboratory school in Florida. It is essentially affective, and therefore experiential, rather than cognitive, in nature; workshop leaders work with participants on methods of creating an open classroom atmosphere and making the transition to an affective level of teaching. The 10 workshop components are briefly described, and the affective approach is discussed, followed by instructional materials utilized in the workshop, which deal with the process of valuing and value clarification. The importance of developing local leadership to conduct teacher preparation is stressed, and a recommended local leader-preparation program is outlined. The document concludes with a copy of a measurement instrument designed to indicate the attitude change of participating teachers toward career education and the affective approach. (AJ)

ED 120 346 CE 005 572

Affective Approaches to Career Education. Leader's Guide. Resource Monograph No. 13.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Oct 74

Note—92p.; For related documents, see CE 005 571-573

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Affective Behavior, *Affective Objectives, Attitude Tests, *Career Education, Classroom Environment, Elementary Education, Elementary School Teachers, Inservice

Teacher Education, Instructional Materials, *Leaders Guides, Measurement Instruments, Open Education, Process Education, Program Attitudes, *Teacher Attitudes, Teacher Improvement, *Teacher Workshops, Teaching Methods, Values

Identifiers—Florida, *Values Clarification

The document is the leader's guide to a workshop designed to provide teachers with experiences which will assist them in developing more positive attitudes toward career education and in using affective approaches to curriculum. It contains all materials in the participant's handbook, including a measurement instrument. A suggested schedule provides for eight two-hour sessions. Career education is introduced as a responsibility of the total educational program; an open, safe atmosphere is created and common goal expectations established. The valuing process is introduced; teachers participate in the types of educational activities which structure experiences in the affective domain. Some adult-level values clarification experiences specifically related to career education are structured. Resource lists and materials to increase participants' awareness of teacher behavior which influence classroom atmosphere are provided. Concern for classroom atmosphere is then focused on the influence of student behavior on class participation. The impact of psychological atmosphere on student perception and participation is examined, and techniques for eliciting participation by students who have not been otherwise successful are presented. Time is allowed for participant development of classroom applications, sharing, and feedback. The final component structures time for participants' assessment of the workshop and its relevance to the classroom. (AJ)

ED 120 347 CE 005 573

Affective Approaches to Career Education: Teacher's Handbook. Resource Monograph No. 14.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Oct 74

Note—54p.; For related documents, see CE 005 571-572

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Affective Behavior, *Affective Objectives, Attitude Tests, *Career Education, Classroom Environment, Elementary Education, Elementary School Teachers, *Inservice Teacher Education, Instructional Materials, Measurement Instruments, Open Education, Process Education, Program Attitudes, Resource Guides, *Teacher Attitudes, Teacher Improvement, *Teacher Workshops, Teaching Guides, Teaching Methods, Values

Identifiers—Florida, *Values Clarification

The document is the participant's handbook for a workshop designed to provide teachers with experiences which will assist them in developing more positive attitudes toward career education and in using affective approaches to curriculum. The workshop has 10 components, and is suggested for eight two-hour sessions. The components are titled: (1) introduction of career education, (2) getting acquainted, (3) goal-setting and expectations, (4) introduction to the valuing process, (5) some values-clarification strategies and activities, (6) resources, (7) creating an open classroom atmosphere, (8) transition activities for the classroom, (9) teachers create activities from strategies used in the workshop, and (10) workshop evaluation. Components 7 and 8 are the lengthiest of the workshop; component 7, open classroom, requires three hours, and component 8, transition activities, requires four hours. Other components are much briefer. A measurement instrument, designed to indicate teachers' change of attitude toward career education and the affective approach, is included. A resource guide and sample instructional-materials for classroom use comprise much of the document. (AJ)

ED 120 348 CE 005 684

Zupfer, John And Others

Career Related Science Units. Teacher Edition.

Roseville Area School District 623, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Jul 73

Note—395p.; For related document, see CE 005 685

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Opportunities, Demonstration Projects, Elementary Education, Elementary School Science, *Individualized Instruction, *Instructional Materials, Junior High Schools, *Learning Activities, Occupational Information, Problem Solving, Science Activities, Science Careers, *Science Curriculum, Science Education, Secondary Education, Secondary School Science, Worksheets

The document is comprised of 91 career-related science modules for junior high school students, indexed by the learning activity's title and cross-referenced by occupation. The modules are intended for use in an individualized science program, either as an ongoing curriculum supplement or as a discrete unit. Integrated with the presentation of scientific theory, knowledge, and skills are information on applications in work settings and on employment opportunities in science and other fields. Problem-solving and science learnings relevant to students' practical, daily needs are emphasized. The module format, an illustrated worksheet, includes: title, cluster, occupation, prerequisites, objectives, equipment, procedure, data and results, evaluation, and teacher supplement. Most of the modules were designed to be completed during a 50-minute period, with equipment which can be stored in a small container. An introduction orients the science teacher to career education concepts and objectives, relates the goals and objectives of the career-science program, and specifies the science processes and skills which are developed in the modules. Alternative methods for using the modules are suggested, and a student introduction is provided. The modules are heavily biased toward traditional sex roles; no racial minorities are pictured in the illustrations. (Author/AJ)

ED 120 349 CE 005 685

Michalick, Richard And Others

Career Related Math Units. Teacher's Edition.

Robbinsdale Independent School District 281, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Nov 71

Note—448p.; For related document, see CE 005 684

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—*Career Education, Career Exploration, Career Opportunities, Home Management, *Individualized Instruction, *Instructional Materials, Job Skills, Learning Activities, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Mathematics Materials, Noncollege Preparatory Students, Occupational Information, Secondary Education, *Secondary School Mathematics, Simulation, Units of Study (Subject Fields), Worksheets

Individualized units of math instruction related to each of several occupations in 14 occupational clusters comprise the high school career-related math curriculum. An introductory booklet provides students with general information on the clusters; when students have selected an occupation that interests them, they take the packet of instructional materials for that occupation, complete the pretest, and, in conference with the teacher, decide whether to continue the unit or to concentrate first on any math skills in which the pretest has revealed a deficiency. Each instructional unit relates information about a career and about home management in a personalized narrative, which contains problems requiring specific math skills. The materials include facsimiles of forms used by persons employed in the occupation; the authors recommend supplementing these with actual source materials. Contained in the document are the students' introductory booklet, the kits of instructional materials, pretests and posttests, answer keys, a student record sheet, and recommendations for teachers on procedures. The materials were prepared by a team of Minnesota math teachers and a work experience coordinator, after their students identified the jobs in which they were most interested. The units present fictional persons pursuing occupations which follow traditional sex-role expectations. (Author/AJ)

ED 120 350 CE 005 936

Payne, Douglas

The Scope of Adult Education: A Summary of Views.

Australian Association of Adult Education; Tasmania Adult Education Board, Hobart (Australia).

Pub Date Aug 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, Educational Objectives, *Educational Philosophy, Educational Policy, Educational Theories, *Foreign Countries

Identifiers—*Australia (Tasmania)

The booklet is designed to provide for a non-professional audience a summary of ideas on the scope, purpose, and concepts of adult education in Tasmania. It discusses the definition of adult education, states seven characteristics of adult education in Australia (flexibility, ethos, participation, coverage, non-class activities, decentralization, and informality), and discusses the scope of activity with respect to eight main areas of activity: further chance courses, creativity, academic studies, basic education, social education, community development, special education, and residential education. In addition, the guide touches upon the questions of location and staffing of adult education programs. A one-page bibliography is included. (JR)

ED 120 351

CE 006 022

Walter, Verne

Self-Motivated Personal Career Planning: A Breakthrough in Human Resource Management.

Pub Date 75

Note—16p.; For related documents, see CE 006 023-024

Available from—Dr. Verne Walter, P.O. Box 3330, Santa Monica, California 90403 (No price given)

Document Not Available from EDRS

Descriptors—Administrative Personnel, Career Ladders, *Career Planning, *Employees, *Employer Employee Relationship, Goal Orientation, *Management Development, Motivation, Self Actualization, *Self Evaluation, Vocational Development

The author discusses major barriers which hinder the accomplishment of effective employee career management and presents Self-Motivated Personal Career Planning as a means to reconcile personal and organizational goals. The plan involves employee planners and management facilitators in a process of self-assessment and goal-setting, which capitalizes on the forces of one's own motivation to succeed in life and seeks to create an organizational climate of interpersonal relationships fostering personal growth and career development. Various steps are followed which lead to the composition of an individual's Personal Career Review and Action Plan Summary. The starting point for self-assessment is the construction of an autobiographical summary of educational preparation, work experience, and personal career accomplishment from analysis worksheets. Psychometric inventories are used for comparison purposes and the Career/Personal Development Profile is used for further specific self-knowledge. Participants then seek information and make predictions about desired or possible next career steps within the organization. The final step is directed toward goal attainment. The program was pilot-tested in 1975 with 80 administrators/managers/supervisors and 100 employees, as part of a company's affirmative action endeavors. A majority of program participants perceived it to be beneficial. (EA)

ED 120 352

CE 006 023

Walter, Verne Wallace, Melvin

Self-Motivated Personal Career Planning Program. Planner's Guide. (Adult Form).

Pub Date 74

Note—44p.; For related documents, see CE 006 022-024

Available from—Dr. Verne Walter, P.O. Box 3330, Santa Monica, California 90403 (Costs for Planner Guide with provision for supplying all materials for self-assessment and planning, 1-49, \$10.00, 50-99 \$9.50, 100 or more \$9.00)

Document Not Available from EDRS

Descriptors—Career Ladders, *Career Planning, *Employees, *Employer Employee Relationship, Goal Orientation, Guides, Management Development, Personal Growth, Personal Interests, Personality Assessment, Self Actualization, *Self Evaluation, *Vocational Development, Work Experience

The Self-Motivated Personal Career Planning guide for adults presents a process of self-assessment and goal-setting involving employee planners and management facilitators. An overview and rationale of the program and instructions and procedures are discussed in Chapters 1 and 2. The remainder of the guide consists of procedural steps for (1) self-assessment, (2) comparison with others, and (3) review and planning. Self-assessment steps are: compose an educational summary, analyze educational preparation, compose a career experience summary, analyze career experience, complete and interpret the Personal Orientation Survey (POS), and complete the Strength Deployment Inventory (SDI). Steps for comparison with others include completion of: feedback editions of the SDI, the 16 Personal Factor Inventory (basis for the Career Development Profile, CDP), and the Strong-Campbell Interest Inventory. Review and planning steps are: compose review portions of the personal career review and action plan summary, identify the next career step(s), plan educational/career/personal development objectives, and plan a conference with the planning facilitator. Sample copies are included of the: Education Summary, Educational Preparation Analysis Worksheet, Career Experience Summary, Career Experience Analysis Worksheet, POS and POS Analysis Worksheet, SDI and CDP, and Personal Career Review and Action Plan Summary, (EA)

ED 120 353 CE 006 024

Walter, Verne

Self-Motivated Personal Career Planning Program. Planner's Guide. [Student Edition].

Pub Date 74

Note—36p.; For related documents, see CE 006 022-024

Available from—Dr. Verne Walter, P.O. Box 3330, Santa Monica, California 90403 (Costs for Planner Guide with provision for supplying all materials for self-assessment and planning, 1.49 \$10.00, 50.99 \$9.50, 100 or more \$9.00)

Document Not Available from EDRS
 Descriptors—*Career Planning, Educational Background, *Goal Orientation, Guides, *High School Students, Personal Growth, Personal Interests, Personality Assessment, Self Actualization, *Self Evaluation, Vocational Development, Work Experience

The Self-Motivated Personal Career Planning guide for students presents a process of self-assessment and goal-setting. An overview and rationale of the program and instructions and procedures are discussed in Chapters 1 and 2. The remainder of the guide consists of procedural steps for (1) self-assessment and (2) review and planning. Self-assessment steps include completion of the Curtis Completion Form (CCF), Strength Deployment Inventory (SDI), 16 Personal Factor Inventory, and the Strong-Campbell Interest Inventory; composing an education summary; analyzing educational preparation; composing a career experience summary; analyzing career experience; and completing the feedback editions of the SDI. Steps for review and planning are to: build insights about major gratifications, strengths, and personal dissatisfactions; compose review portions of the Personal Development Summary; identify next career step(s); plan educational/career/personal development objectives; and plan a conference with the planning facilitator. Copies are included of the: CCF and CCF Analysis Worksheet, Education Summary, Educational Preparation Analysis Worksheet, Career Experience Summary, Career Experience Analysis Worksheet, Personal Development Summary, and Personal Career Planning Discussion Guide. (EA)

ED 120 354 CE 006 140

Palmatier, Robert A. And Others

Getting Together: Establishing a Working Tutorial Relationship. Instructional Concept Guide No. 1.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—21p.; For related documents, see CE 005 518, CE 006 141-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Characteristics, Adult Dropouts, Adult Learning, Adult Literacy, *Adult Reading Programs, *Adult Students, Paraprofessional Personnel, Student Teacher Relationship, Tutorial Programs, *Tutoring, *Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide One is an orientation to tutoring. In material addressed to the tutor it discusses the need to combat adult illiteracy, tutor qualifications, the process of learning to read, understanding the student and his needs, dialect patterns, getting to know the student, and suggestions for materials to use in further preparation for tutoring. Guides Two and Three which deal with the first sessions with a student are designed to be used in sequence following Guide One. (Author/MS)

ED 120 355 CE 006 141

Palmatier, Robert A. And Others

Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring. Instructional Concept Guide No. 2.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—28p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Characteristics, Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Diagnostic Teaching, *Lesson Plans, Paraprofessional Personnel, Reading Diagnosis, *Reading Instruction, Recordkeeping, *Student Evaluation, Teaching Procedures, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Two describes some basic teaching procedures for tutoring adults in reading. The steps involved in lesson planning, record keeping, student evaluation, and the diagnostic/prescriptive cycle are presented. Suggestions for preparing and teaching the first lesson are given along with a sample lesson plan and sample guided conversation questions. Also included is an informal communication rating scale and a sight word list. Guide One should be studied by the tutor before reading Guide Two. Guide Three which also deals with the first sessions with a student, is designed to follow Guide Two. (Author/MS)

ED 120 356 CE 006 142

Johnston, Joyce D. Palmatier, Robert A.

Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals. Instructional Concept Guide No. 3.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—49p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Diagnostic Teaching, Educational Objectives, *Lesson Plans, Paraprofessional Personnel,

Reading Diagnosis, *Reading Instruction, *Student Evaluation, Teaching Procedures, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Three describes planning for following sessions based on an evaluation of the first lesson. Topics presented are: assessment of student performance, lesson planning for session two (including vocabulary learning and free reading), planning for lesson three (oral rate and comprehension assessment), and further assessment and long range planning (according to ability level). Forms for recording student performance and plans are included. Sample informal tutor log notes and sample lesson plans for two ability levels conclude the guide. Guide Three is designed to be studied by the tutor after Guides One and Two. (Author/MS)

ED 120 357 CE 006 143

Palmatier, Robert A. And Others

HELP: Inside and Outside the Tutoring Agency. Instructional Concept Guide No. 4.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—23p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Agency Role, *Ancillary Services, Communication Problems, *Community Services, Paraprofessional Personnel, Problem Solving, *Student Problems, Student Teacher Relationship, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Four suggests sources of assistance with tutoring problems. In information addressed to the tutor, the following step-wise plan for identifying and solving problems is presented: reviewing records kept on tutoring activities, seeking the student's view of the situation, stating the problem in writing, and consulting with the tutor supervisor. Possible problem areas and aids to finding solutions are discussed including finding and selecting materials for instruction, seeking information from outside agencies, becoming personally involved in students' problems, and making the student aware of community services from which he may benefit. Appended are sample listings of service agencies found in most communities. (Author/MS)

ED 120 358 CE 006 144

Palmatier, Robert A.

Word Concepts: An Adult Approach to Decoding Skills. Instructional Concept Guide No. 6.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 76

Note—35p.; For related documents, see CE 005 578, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Decoding (Reading), Paraprofessional Personnel, *Reading Instruction, Reading Processes, Sight Vocabulary, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training, Word Lists, Word Recognition, Word Study Skills

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Six is designed to help the tutor understand an approach for teaching adults to read which does not involve the learning of phonics rules. It is an informal method of decoding words which involves attempting to break the word into familiar parts or elements. Many examples of the process are given utilizing words from several basic word lists. Topics presented for the tutor are: beginning reading methods for children, adult decoding approaches, preparing the student for the decoding process, developing decoding ability, and defining stages of decoding ability. A table delineates three stages in developing decoding competence. (Author/MS)

ED 120 359

CE 006 145

Strader, Susan And Others

The Teaching of Sight Words: Ways and Means. Instructional Concept Guide No. 7.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—28p.; For related documents see, CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Learning Activities, Lesson Plans, Paraprofessional Personnel, *Reading Instruction, *Sight Method, Sight Vocabulary, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training, Word Lists, Word Recognition, Word Study Skills

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Seven is designed to help the tutor in the teaching of sight words. The basic concept of sight word learning is discussed. A sample lesson plan using one approach is presented along with probable results and follow-up teaching suggestions. Sixteen other activities for teaching and practicing sight words are briefly described. The Great Atlantic and Pacific Sight Word List, the Dolch List of Basic Sight Words, and the Thorndike Word Frequency List are included in the guide. (Author/MS)

ED 120 360

CE 006 146

Lamarston, Joyce Palmatier, Robert A.

The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use With Adults. Instructional Concept Guide No. 9.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 76

Note—24p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, *Directed Reading Activity, Learning Activities, Lesson Plans, Paraprofessional Personnel, *Reading Comprehension, *Reading Instruction, Student Motivation, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Nine shows how the directed reading lesson can be adapted for use in tutoring adults. Five main steps of the lesson are described (readiness/motivation, silent reading, development of comprehension skills, development of word recognition skills, and extension activities). Three alternative comprehension-extending formats (brainstorming, problem solving, and reciprocal questioning or Request) are explained. A sample lesson plan for a hypothetical student is presented which contains outlined teaching procedures, a sample reading selection, and suggested written activities. A five-item list of references on reading instruction is included. (Author/MS)

ED 120 361

CE 006 147

Weiner, Roberta

The Newspaper: A Source of High Interest Instructional Material for Adults. Instructional Concept Guide No. 10.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—14p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Learning Activities, *Lesson Plans, *Newspapers, Paraprofessional Personnel, *Reading Instruction, Reading Interests, Reading Material Selection, Teaching Methods, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Ten offers suggestions to the tutor for using the newspaper in adult reading instruction. Sample lessons are presented for a hypothetical student with beginning skills and a hypothetical advanced student. The five-step lesson outlines describe student skills, appropriate skills to teach, student's interests and goals, relevant articles, and lesson planning procedures. Sample practice exercises are presented. Additional ideas and activities for teaching reading skills through the newspaper, a practice exercise for the tutor, and an 11-item bibliography are also included. (Author/MS)

ED 120 362

CE 006 148

Lamarre, Paul And Others

Resources: A Guide for Using Published Materials in Adult Literacy Programs. Instructional Concept Guide No. 11.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—99p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Learning, Adult Literacy, *Adult Reading Programs, Adult Students, Annotated Bibliographies, Basic Reading, High Interest Low Vocabulary Books, Paraprofessional Personnel, Reading Instruction, *Reading Materials, *Reading Material Selection, *Resource Guides, Tutorial Programs, *Tutoring, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Eleven provides information for agencies and individual tutors in selection and use of materials. The first two sections discuss in detail procedures involved in choosing materials for the literacy program and using materials in the program. The final section (74 pages) lists materials in the following categories: essential, useful (but not basic), desirable as an adjunct to a basic program, and late reviews. Titles, ordering information, Regional Adult Literacy Service Unit (RAL-SU) evaluate coding (for content, interest level, and reading level), and annotations are presented for each item. Unevaluated materials, references for teachers, and State-related program reports and publications are also listed. (Author/MS)

ED 120 363

CE 006 149

Palmatier, Robert A. And Others

Splitting Up: Termination of a Tutoring Relationship. Instructional Concept Guide No. 12.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75

Note—19p.; For related documents, see CE 005 518, CE 006 140-148 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement, Adult Literacy, *Adult Reading Programs, Adult Students, Paraprofessional Personnel, Reading Instruction, *Self Evaluation, *Student Evaluation, Student Improvement, *Student Teacher Relationship, Teacher Improvement, Tutorial Programs, *Tutoring, Tutors, Volunteer Training

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Twelve offers suggestions to help the tutor (1) recognize when the tutoring relationship should be ended and (2) end the relationship in a way that benefits the student and the tutor. The following topics are discussed: considering the next step for the student, changing tutors, evaluating student progress (including student self-evaluation), impasse (traumatic or otherwise), and evaluating tutor skill growth. (Author/MS)

ED 120 364

95

CE 006 226

Wood, Lucile A., Ed.

Nursing Skills for Allied Health Services. Volume 1.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—401p.; For related documents, see CE 006 227-229

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (Set of 2 volumes, \$10.00)

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors—Curriculum Planning, *Health Occupations Education, Health Services, *Instructional Materials, Job Skills, Job Training, Learning Activities, Medical Education, Nurses, Nurses Aides, *Nursing, Performance Tests, Post Secondary Education, Post Testing,

10 Document Resumes

Practical Nurses, Pretests, *Skill Development, *Textbooks, Unit Plan
Identifiers—*Allied Health Professions

Volume 1 of the two-volume textbook on nursing skills presents instructional materials (units 1-20) based on 184 activities designated by the Allied Health Professions Projects national survey as those which are accomplished by all levels of nursing. Unit titles are: (1) the health worker and the law; (2) introduction to ethics in the healing arts; (3) environment and the patient; (4) guidelines for performance of nursing skills; (5-6) body alignment, balance, and movement for health workers, parts 1 and 2; (7) introduction to charting; (8) handwashing technique for medical asepsis; (9) making hospital beds; (10) assisting the patient to dress and undress; (11) baths; (12) care of the hair; (13) special skin care; (14) patient movement and ambulation; (15) mechanical aids for ambulation and movement; (16) positioning the bed patient; (17) assisting with nutrition; (18) fluid intake and output; (19) observing intravenous therapy; and (20) assisting with spiritual care. Each unit includes: student directions, performance objectives, vocabulary, pre- and posttests, performance tests and checklists, and illustrated instructional materials. Materials are adaptable for on-the-job training through the associate degree in nursing, as well as adult education and staff development programs. (Author/EC)

ED 120 365 95 CE 006 227
Wood, Lucile A., Ed.

Nursing Skills for Allied Health Services. Volume 1. Teacher's Guide.
California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—78p.; For related documents, see CE 006 226-229

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (no price given)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Check Lists, Evaluation Criteria, Guidelines, *Health Occupations Education, Medical Education, *Nursing, *Performance Criteria, Resource Guides, Resource Materials, Student Evaluation, *Teaching Guides
Identifiers—*Allied Health Professions

Guidelines for teaching nursing skills to allied health personnel at different levels (on-the-job training, associate degree in nursing, adult education, or staff development programs) are the focus of the document. It presents general considerations for planning an effective management system for the utilization of Level 1 (entry-level nursing skills) nursing instructional units. The scheduling and procedure for a suggested system of implementing individualized instruction in a classroom setting is briefly described as well as general instructions for the faculty on the administration of the performance tests. The teacher's guide is to be used and correlated with Volume 2 of the text on Nursing Skills for Allied Health Services. Each unit includes information on the target group, prerequisites for the unit, audiovisual aids, and reference. A 51-page section contains a performance checklist for each of the 16 units in Volume 2 of the two-volume set. (EC)

ED 120 366 95 CE 006 228
Wood, Lucile A., Ed.

Nursing Skills for Allied Health Services. Volume 2.
California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—385p.; For related documents, see CE 006 226-229

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (Set of 2 volumes, \$10.00)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage
Descriptors—Curriculum Planning, *Health Occupations Education, Health Services, *Instructional Materials, Job Skills, Job Training, Learning Activities, Medical Education, Nurses, Nurses Aides, *Nursing, Performance Tests, Post Secondary Education, Post Testing, Practical Nurses, Pretests, *Skill Development, *Textbooks, Unit Plan
Identifiers—*Allied Health Professions

Volume 2 of the two-volume textbook on nursing skills presents instructional materials (units 21-36) on nursing skills based on 184 activities designated by the Allied Health Professions Projects national survey as those which are accomplished by all levels of nursing. Unit titles are: (21) urine elimination; (22) bowel elimination; (23) collection of sputum and gastric specimens and care of the vomiting patient; (24) perineal care; (25) care of the patient with gastrointestinal tubes; (26) the cardinal signs (temperature, pulse, respiration, and blood pressure); (27) admission, transfer, and discharge; (28) care of the dying patient and postmortem care; (29) care of patients receiving oxygen therapy; (30) cardiopulmonary resuscitation; (31) assisting with procedures (heat and cold treatments, turning frames, and restraints); (32) application of bandages and binders; (33) preoperative care of a patient; (34) preparation of consents, releases, and incidents; (35) postoperative care of a patient; and (36) isolation technique (direct, reverse, and terminal disinfection). Each unit includes: student directions, performance objectives, vocabulary, pre- and posttests, performance tests and checklists, and illustrated instructional materials. Materials are adaptable for on-the-job training through the associate degree in nursing, as well as adult education and staff development programs. (Author/EC)

ED 120 367 95 CE 006 229
Wood, Lucile A., Ed.

Nursing Skills for Allied Health Services. Volume 2. Teacher's Guide.
California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—81p.; For related documents, see CE 006 226-228

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (no price given)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Check Lists, Evaluation Criteria, Guidelines, *Health Occupations Education, Medical Education, *Nursing, *Performance Criteria, Resource Guides, Resource Materials, Student Evaluation, *Teaching Guides
Identifiers—*Allied Health Professions

Guidelines for teaching nursing skills to allied health personnel at different levels (on-the-job training, associate degree in nursing, adult education, or staff development programs) are the focus of the document. It presents general considerations for planning an effective management system for the utilization of Level 1 (entry-level nursing skills) nursing instructional units. The scheduling and procedure for a suggested system of implementing individualized instruction in a classroom setting is briefly described as well as general instructions for the faculty on the administration of the performance tests. The teacher's guide is to be used and correlated with Volume 1 of the text on Nursing Skills for Allied Health Services. Each unit includes information on the target group, prerequisites for the unit, suggested audiovisual aids, and references. A 46-page section contains a performance checklist for each of the 20 units in Volume 1 of the two-volume set. (EC)

ED 120 368 CE 006 408
The Community Development Credit Union: A

Proposal for Strengthening and Expanding the Impact of this Effective Low Income Community Development Agent.

National Federation of Community Development Credit Unions, Brooklyn, N.Y.

Pub Date 74
Note—187p.; Not available in hard copy due to marginal reproducibility of original; Appendix E has been deleted because it is copyrighted
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Development, Community Organizations, *Community Services, Consumer Economics, Credit (Finance), *Depressed Areas (Geographic), *Financial Services, Low Income Groups, Money Management, Program Administration, Program Budgeting, *Program Descriptions, Program Development, Program Evaluation, Program Proposals

Identifiers—Community Development Credit Unions, Credit Union National Association, *Credit Unions, CUNA

The expansion of community development credit unions through a grant from the Office of Economic Opportunity is proposed and elaborated on by a current examination of the program. Described as consumer-owned, neighborhood-based financial institutions, more than 250 of these community credit unions are presently serving low-income communities throughout the United States, providing credit, consumer services, and business, home improvement, and education loans. The National Federation of Community Development Credit Unions was formed in 1974 and assists eligible credit unions in achieving self-sufficiency. A general administrative plan for the Federation is outlined, including a business plan, with technical assistance services, capitalization program, planned subsidy program, data processing, and evaluation; staff; and budget. Appended materials include: a listing of Community Development Credit Unions by State; the Credit Union National Association (CUNA) study (46 pages) evaluating community credit unions, with financial analysis, conclusions and recommendations, and tables; a listing of board of directors and officers of the National Federation; and two examples of credit union business plans: CABS Demonstration Federal Credit Union, Brooklyn, New York (38 pages), and the Lower East Side Federal Credit Union, New York (28 pages). (LH)

ED 120 369 CE 006 442
Military Manpower Training Report for FY 1976.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Pub Date 6 Mar 75
Note—161p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Armed Forces, Data Analysis, Educational Needs, Manpower Development, *Manpower Needs, Manpower Utilization, *Military Personnel, Military Service, *Military Training, *Tables (Data)

The document presents anticipated needs and costs for training military personnel in FY 1976, based on national security objectives. Training loads for each of the following categories are presented with supporting tables: (1) recruit training, (2) officer acquisition training, (3) specialized skill training, (4) flight training programs, and (5) professional development education. The manpower requirements are explained based on the relationship between the training loads required by a Service and the workloads which represent training conducted by the Service. An outline of the organization for the management of individual training within the Department of Defense and a list of the major facilities where training and education activities are conducted are presented, as well as estimates of training funding and costs. Some of the ways to achieve a balance between operational requirements and conservation of training resources are discussed. A summary of the amount and types of training of Reservists and Guardsmen conducted by active training establishments is included. Appended materials include brief information on: (1) summary trail of training categories realignments, (2) determining training requirements, (3) civilian training, and (4) summary of total funding for individual training and education. (Author/EC)

ED 120 370 95 CE 006 473
Career Education in Appalachian Maryland:

Awareness. Elementary Supplemental Activities Level 1.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education; Washington County Board of Education, Hagerstown, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]
Note—131p.; For related documents, see CE 006 474-476, 006 587, and 007 013

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—*Career Awareness, *Career Education, Educational Objectives, Elementary Education, *Grade 1, *Learning Activities, *Teacher Developed Materials

Career education activities for use in Grade 1 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of

the document consists of eight units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index, correlation chart, and poems about different occupations are included. (EC)

ED 120 371 95 CE 006 474

Career Education in Appalachian Maryland: Awareness. Elementary Supplemental Activities Level 2.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education; Washington County Board of Education, Hagerstown, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [73]

Note—117p.; For related documents, see CE 006 473-476, 006 587, and 007 013

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Awareness, *Career Education, Educational Objectives, Elementary Education, *Grade 2, *Learning Activities, *Teacher Developed Materials

Career education activities for use in Grade 2 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of nine units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index and correlations chart are included. (EC)

ED 120 372 95 CE 006 475

Career Education in Appalachian Maryland: Awareness. Elementary Supplemental Activities Level 3.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education; Washington County Board of Education, Hagerstown, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [73]

Note—88p.; For related documents, see CE 006 473-476, 006 587, and 007 013

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Awareness, *Career Education, Educational Objectives, Elementary Education, *Grade 3, *Learning Activities, *Teacher Developed Materials

Career education activities for use in Grade 3 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of seven units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfac-

tion; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index and correlation chart are included. (EC)

ED 120 373 95 CE 006 476

Career Education in Appalachian Maryland: Awareness. Elementary Supplemental Activities Level 4.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education; Washington County Board of Education, Hagerstown, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [73]

Note—95p.; For related documents, see CE 006 473-475, 006 587, and 007 013

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Awareness, *Career Education, Educational Objectives, Elementary Education, *Grade 4, *Learning Activities, *Teacher Developed Materials

Career education activities for use in Grade 4 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of six units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index and correlation chart are included. (EC)

ED 120 374 CE 006 512

Career Education in Teacher Education in Ohio.

Ohio State Dept. of Education, Columbus.

Pub Date [74]

Note—185p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Career Education, *Elementary Secondary Education, Guides, *Information Dissemination, Inservice Teacher Education, Post Secondary Education, Preservice Education, *State Programs, *Teacher Education

Identifiers—*Ohio

The Ohio guide for career education in teacher education consists of four parts: (1) introduction, (2) framework for career education program development in Ohio, (3) career education K-12 and career education in teacher education, and (4) disseminating system for career education in teacher education. Part 1 provides definitional background and national concerns in career education. Part 2 covers the rationale for career education (interaction, self-in-situation framework, stages and human development) and individual-program interaction. Part 3 outlines the career development continuum of career motivation (K-6), career orientation (7-8), career exploration (9-10), and career preparation and training/retraining/upgrading (11-14). It also describes the preservice and inservice teacher education phases: self-development/career development-decision making, exploration in education, skill development as a career educator, skill development through student teaching, inservice educa-

tion programs, and graduate education programs. Part 4 describes the system for disseminating career education materials among Ohio teacher education institutions. The four approaches are individually developed and local, statewide, and national/commercial programs. A consensus report of the Ohio Career Education and Teacher Education Conference and excerpted Ohio teacher preparation standards are appended. (EA)

ED 120 375 CE 006 515

Geoffray, Alice R.

Career Education in Louisiana: An Annual Report 1973-1974; Brief Success Stories in Career Education in Louisiana.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date [74]
Note—46p.; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Awareness, *Career Education, Career Exploration, Career Planning, Communication Skills, Curriculum Development, Elementary Secondary Education, Human Relations Programs, Inservice Teacher Education, Models, Needs Assessment, Performance Based Teacher Education, *Program Content, *Program Descriptions, *Program Development, State Curriculum Guides, *State Programs, Statewide Planning, Vocational Education, Vocational Schools

Identifiers—*Louisiana

The publication describes the development and implementation of a State plan for career education in Louisiana (1973-74) based on a nine-component model. The components described are: curriculum development and revision, career education inservice training at the elementary and secondary level, inservice training at the college and university level, the teacher competency model, communication skills program, vocational-technical school programs, elementary-secondary program development, human relations, and needs assessment. For each component, goals, objectives, methods used to achieve objectives (results), and funds allocated are discussed. Thirty-three pages are devoted to brief descriptions of 1973-74 career education activities in 66 local school districts. (MS)

ED 120 376 95 CE 006 533

Drake, James Bob Morgan, Alice S.

Coordinating Right to Read with Adult Basic Education.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Spons Agency—Alabama State Dept. of Education, Montgomery; Office of Education (DHEW), Washington, D.C.

Bureau No.—V0091VA
Pub Date Jul 75

Grant—OEG-0-74-1762

Note—224p.; Not available in hard copy due to marginal reproducibility; Appendix F, newspaper clippings, was deleted because of lack of reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Characteristics, *Adult Reading Programs, Data Analysis, Educational Objectives, Evaluation Methods, *Home Instruction, Illiterate Adults, *Program Descriptions, *Program Evaluation, Remedial Reading, Tables (Data), Volunteers, Young Adults

Identifiers—*Alabama, Right to Read

The project, conducted in five Alabama counties, was concerned with identifying and recruiting nonreading young adults and providing home-based instruction to those who could not attend adult basic education classes. Paraprofessionals and volunteers were recruited and trained in order to meet this objective. As of May 31, 1975, over 40 community agencies had provided home-based instruction, with free materials and at least one hour of instruction per week, for 259 learners at a cost of \$356.06 per person. Background information on the locale, school systems, and special factors of the five counties (Montgomery, Macon, Russell, Jefferson, and Tuscaloosa) are given. The following program elements are described: participant characteristics, objectives, personnel, organization details, activities and services, instructional equipment and materials, information dissemination, community develop-

ment, and budget. The third party evaluation involved two aspects: (1) a process evaluation utilizing planning and process evaluation worksheets to evaluate the program's functions, and (2) a product evaluation surveying participant reactions in relationship to the program's 12 objectives. Tables supplement the discussions. Nineteen appendices, one-half of the document, present project-related materials including: a university workshop and inservice programs, publicity materials, case studies, evaluation instrument, progress reports, forms, sample materials, and correspondence. (Author/EC)

ED 120 377 CE 006 540

Bates, Gene And Others

Occupational Exploration at Ontario Junior High School: 7th Grade.
Ontario School District 8, Oreg.
Pub Date Jun 74

Note—153p.; Appendices 38, 39, 81, 82 and 114 will not reproduce well in microfiche; For related documents, see CE 006 540-542; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Exploration, Career Planning, Grade 7, *Instructional Materials, Junior High Schools, *Learning Activities, Occupational Guidance, *Self Evaluation, Teacher Developed Materials, *Values Identifiers—*Project SIXCO, Value Clarification

The document contains 47 activities for Grade 7. The contents include the following areas: vocabulary; a large variety of inventory and other forms focusing especially on self awareness, self evaluation, and value clarification; a 44-page unit guide for a course called Know Yourself, which includes objectives, activities, evaluation, and resources; suggested local survey questions; worksheets for guest speaker evaluation, field trip information, and parent interviews; 14 diagrams showing related occupations based on interest and ability; career preparation suggestions in the areas of air industry, tourism, general jobs, career choice, environment, sports, career conflict, food service, horticulture, color skills, and recording; and a check list for planning field trips to economic enterprises. (EC)

ED 120 378 CE 006 541

Bates, Gene And Others

Occupational Exploration at Ontario Junior High School: 8th Grade.
Ontario School District 8, Oreg.
Pub Date Jun 74

Note—181p.; Appendices 100-114 will not reproduce well in microfiche; For related documents, see CE 006 540-542; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Exploration, Career Planning, Grade 8, *Instructional Materials, *Job Application, Junior High Schools, *Learning Activities, Occupational Guidance, Teacher Developed Materials Identifiers—*Project SIXCO

The document contains 47 activities for Grade 8. The contents include the following areas: questionnaires; work vocabularies; employment seeking procedures—employment ads, application forms, resumes, job interviews, and resume preparation advice; a 24-page unit presenting occupational information in relation to career choice and job application including objectives, activities, evaluation, and resources; money management information; a 7-page paper on employment trends; an 8-page paper followed by a test in economics; work sheets for guest speaker evaluation, field trips, and parent interviews; a paper on work experiences of migrant harvesters; 14 diagrams showing related occupations based on interest and ability; career preparation suggestions in the areas of air transportation, tourism, general jobs, environment, athletics, career conflicts, food service, horticulture, occupations requiring skills in the use of color, recording, legal system, career choice, and employment opportunities for high school graduates; a 24-page job finding training kit; and a check list for planning field trips to economic enterprises. (EC)

ED 120 379 CE 006 542

Bates, Gene And Others

Occupational Exploration at Ontario Junior High School: 9th Grade.
Ontario School District 8, Oreg.

Pub Date Jun 74

Note—267p.; Appendixes 111-114 will not reproduce well in microfiche; For related documents, see CE 006 540-541; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Exploration, *Career Planning, Grade 9, *Instructional Materials, *Job Application, Junior High Schools, *Learning Activities, Occupational Guidance, Teacher Developed Materials, Vocational Education

Identifiers—*Project SIXCO

The document contains 56 activities for Grade 9. The contents include the following areas: questions about the future; job seeking activities and guidelines; career games; a personal interest check list; unit guides for courses in World of Work (55 pages), and Career Educational Planning (40 pages) which include objectives, activities, evaluation, and resources; worksheets for group tasks, occupational information research, guest speaker evaluation, field trip information, and parent interviews; a paper on work experiences of migrant harvesters; learning package on understanding the career cluster concept with teacher information; 14 diagrams showing related occupations based on interest and ability; career preparation suggestions in air transportation, tourism, school career education programs, general occupations, career choice, career planning, environment, sports, career conflicts, geography, food service, horticulture, color skills, recording, career opportunities, legal system, and personal responsibilities; a 30-page unit on career exploration activities in the field of magazine publication; and a precourse student survey. (EC)

ED 120 380 88 CE 006 580
HEW Region II Staff Development Project: Final Report 1972-1975.

Montclair State Coll., Upper Montclair, N.J.
Adult Continuing Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date 75

Grant—OEG-0-72-1442

Note—91p.; For first year report, see ED 101 160; For second year report, see ED 102 346

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Basic Education, *Adult Education Programs, *Adult Educators, Developmental Programs, Educational Objectives, *Management Development, Performance Based Teacher Education, Professional Continuing Education, Regional Planning, Regional Programs, *Staff Improvement, State Departments of Education, *State Programs, Teacher Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New Jersey, New York, Puerto Rico, Virgin Islands

The final report of the Health, Education, and Welfare (HEW) Region II Adult and Continuing Education Staff Development Project, administered by Montclair State College, synthesizes the project's efforts for regionalization of staff development for New Jersey, New York, Puerto Rico, and the Virgin Islands. Chapter 1 covers administrative structure, with the Coordinating Council as the key element and equal partnership granted to State directors of adult education and project staff. Chapter 2 covers regional project office activities, which have been categorized under: regional training, technical assistance, information sharing/dissemination, and coordination. The next four chapters describe the staff development activities of New Jersey, New York, Puerto Rico, and the Virgin Islands, in terms of objectives, major results, and recommendations. A concluding chapter summarizes the overall project impact: increased commitment to ongoing staff development by the State departments, improved system of intra-regional communication, a recognized leadership role in competency-based teacher education as applied to adult basic education, increase in staff development staff in Puerto Rico and the Virgin Islands, and increased cooperation between New Jersey and Puerto Rico in expanding and establishing adult education graduate programs. (EA)

ED 120 381 95 CE 006 587

Career Education in Appalachian Maryland: Awareness, Elementary Supplemental Activities Level Kindergarten.

Maryland State Dept. of Education, Baltimore.
Div. of Vocational-Technical Education;
Washington County Board of Education,
Hagerstown, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—127p.; For related documents, see CE 006 473-476 and 007 013

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Awareness, *Career Education, Educational Objectives, *Kindergarten, *Learning Activities, Primary Education, *Teacher Developed Materials

Career education activities for use at the kindergarten level are presented in the document. Behavioral objectives for the following subject areas are presented: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of activity sheets grouped under the following topics: people, needs, helping, places, learning, rules, and growing. The activity sheets note related career education concepts and list activities for the pertinent subject areas. Transparency masters and drawings for classroom use are also included. A correlation chart is provided and activities are indexed by subject area. (EC)

ED 120 382 CE 006 590

Sheppard, N. Alan

Research Focus on Ethnic Minorities in Vocational Education.

Pub Date Dec 75

Note—13p.; Paper presented at the American Vocational Association Annual Convention (Anaheim, California, December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Problems, *Educational Research, Educational Researchers, *Minority Groups, Racial Factors, *Research Needs, *Research Problems, Research Utilization, *Vocational Education

In his paper, the author contends that ethnic minority groups must use the "weapon of research" to answer some of the unanswered questions in vocational education and to give guidance toward future corrections of these problems. But the topic is emotionally charged, as intensive research in the past has generated resentment among minorities. The keys to successful research, therefore, are relevance and constructive output, and the notion of conducting research as a bloodless, unemotional, and objective procedure is challenged. Six concerns are addressed by the author: (1) What is the current status of ethnic minorities in vocational education research? (2) How realistic is the research and development model in solving the educational problems of minorities? (3) To what extent might the interpretation of data by whites provide erroneous conclusions due to ignorance about the black referent? (4) How effective is vocational education in serving blacks, in particular, and ethnic minorities in general? (5) Is research emphasis on ethnic minorities in vocational education related to social-political activity? and (6) What kind of research is taking place in vocational education with the focus on minorities? Seven problems in the conduct of research in vocational education on ethnic minorities are briefly outlined. (Author/AJ)

ED 120 383 CE 006 595

COPES Report: System Reliability Study.

Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Community Colleges, Comparative Analysis, Data Analysis, Educational Needs, Educational Programs, *Evaluation Methods, Occupational Guidance, *Program Evaluation, Rating Scales, Tables (Data), Testing Problems, *Test Reliability, Test Results, *Test Reviews

Identifiers—*Community College Occupational Programs Eval Syst, COPES

The study examines the reliability of the Community College Occupational Programs Evaluation System (COPES). The COPES process is a system for evaluating program strengths and needs. A two-way test, college self-appraisal with third party validation of the self-appraisal, is utilized to assist community colleges in future institu-

tional planning and allocation of resources. Reliability of the COPES process was tested by conducting two independent site visits at five participating colleges in California. The degree of agreement between the two groups, separately considering the same information and following the same procedures, was examined. Ratings of the two teams on 60 evaluation items (which were based on COPES criteria statements) were compared. The test results revealed some rating imbalance due to different rating approaches and inadequate heed or misunderstanding of criteria. A discussion of reliability test results and discernible factors affecting reliability includes tabulated data. Recommendations for improving the test are presented based on an analysis of the findings. Appended are: lists of participating colleges and site visit team members, team leader survey questions and responses, and causes of major rating differences based on explanations by site visit chairmen and team leaders. (Author/EC)

ED 120 384 CE 006 606
Porreca, Anthony G., Ed.
Decisions Ahead for Vocational-Technical Education. 1974 Conference Proceedings.
Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
Pub Date 74
Note—71p.; Proceedings from a conference for graduate students, teacher educators, and supervisors (Univ. of Tennessee, Knoxville, April 15-16, 1974); For 1975 proceedings, see CE 006 607

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Career Education, Changing Attitudes, *Conference Reports, *Decision Making, *Educational Change, Energy Conservation, Futures (of Society), Manpower Needs, Program Development, Social Change, Teacher Education, *Technical Education, Technological Advancement, *Vocational Education, Womens Education

The report contains eight conference presentations made by professional vocational-technical educators as they considered decisions necessary to occupational education program development in a period of rapidly changing times. The speakers' topics were related to decisions concerned with changes in society, competency based teacher education, new certification patterns for teachers, legislation at State and national levels, career education, national manpower and employment policies, vocational education for women, leadership development through the Education Profession Development Act (E.P.D.A.), and the implications of the energy crisis for vocational education. Appended are the conference program, a list of vocational-technical education faculty, graduate association members and graduate students at the University of Tennessee (Knoxville), and names and addresses of the program and conference participants. (Author/MS)

ED 120 385 CE 006 607
Porreca, Anthony G., Ed. And Others
Decisions Ahead for Vocational-Technical Education. 1975 Conference Proceedings.
Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
Pub Date 75

Note—145p.; Proceedings from a conference (Knoxville, Tennessee, April 13-15, 1975); For 1974 proceedings, see CE 006 606

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Adult Education, *Career Education, *Conference Reports, *Decision Making, Educational Change, Educational Innovation, Elementary Secondary Education, Federal Legislation, Futures (of Society), Heterogeneous Grouping, Higher Education, Personnel Needs, Professional Personnel, Regular Class Placement, Student Organizations, *Technical Education, Vocational Development, *Vocational Education

The 17 presentations of the second Decisions Ahead Conference reflect the contributions of several persons who are representatives of important contemporary vocational and career education issues. The topics on which the conference was planned represent significant views of researchers, conceptualizers, and practitioners which can assist in the assessment of alternatives available for the advancement of vocational and career education. Presentations dealt with: an in-

tegrated approach to professional personnel development, mainstreaming, the decision maker of the future, career development (a psychological perspective of the theory and practices in higher education and in middle/junior high schools), practices in the elementary career SPAN (Start Planning Ahead Now) awareness program, career education for adults, youth organizations, Federal involvement, future decisions for vocational-technical education (as viewed by a teacher educator, a local director of vocational education, and a State director), job placement and followup, prevocational programs, and competency-based programs. Appended are the conference program, a list of University of Tennessee (Knoxville) vocational-technical education faculty and graduate students, and a list of conference speakers and participants. (Author/MS)

ED 120 386 95 CE 006 608
Building New Career Ladders in Clerical Occupations: Final Report for the Period July 1, 1974-June 30, 1975.
National Council of Negro Women, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Jun 75
Grant—OEG-0-73-5229
Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Administrator Role, *Career Ladders, *Clerical Occupations, Clerical Workers, Educational Needs, Educational Opportunities, Educational Programs, Employers, *Females, Language Arts, *Manpower Development, *Minority Groups, Personnel Management, Personnel Policy, Program Descriptions, Program Evaluation

A project by the National Council of Negro Women called "Building New Career Ladders in Clerical Occupations" has five components. Two of these are: (1) development of career ladders on the job; and (2) testing, evaluation, and dissemination. In the career ladder component, 33 companies participated through financial contributions; giving information on job descriptions, hiring, and upgrading policies; and sharing educational and training experiences and needs. Companies are differentiated according to: (1) companies with clerical staff who are union members, (2) companies with highly structured personnel policies and procedures, and (3) companies with less structured personnel policies. The role of companies in employee education is discussed based on information collected from the following companies: American Express; Merrill Lynch, Pierce, Fenner, and Smith; Federal Reserve Bank; and Mobil Oil. In the testing, evaluation, and dissemination component, a language arts course was tested with the aid of New York University (NYU). Fifty-five employed clerks, representing 15 companies, enrolled at NYU during the 1974-75 academic year with corporation tuition aid plans. The curriculum included workshops and counseling. Plans for field testing and disseminating the curriculum are set forth. A list of participating companies and a positive evaluation of the project are appended. (Author/EC)

ED 120 387 CE 006 610
Training Manual: Dictionary of Occupational Titles.
Georgia State Dept. of Human Resources, Atlanta.
Pub Date 74

Note—34p.; For Volumes 1 and 2 of the Dictionary of Occupational Titles, see ED 013 963-964; Prepared by Division of Vocational Rehabilitation

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Dictionaries, Information Sources, *Information Utilization, *Learning Activities, *Manuals, *Occupational Information, Workbooks
Identifiers—*Dictionary of Occupational Titles, DOT

The training manual was developed as a tool for understanding the occupational information and descriptive data presented in the Dictionary of Occupational Titles (DOT) (Volumes 1 and 2 and Supplements 1 and 2). Exercises are provided in workbook form to increase an understanding of the occupational information presented. Exercises coordinated with volume 1, which contains descriptions of the various occu-

pations in the economy, are presented for the following areas: (1) job definition, (2) the occupational classification and code, and (3) arrangements and uses of the DOT. Exercises on how to effectively use the technical information presented in volume 2 are presented for the following areas: (1) an explanation of the last three digits, (2) occupational group arrangement, (3) areas of work, (4) worker trait groups within areas of work, (5) qualifications profile, (6) edge index, and (7) industry arrangement. Exercises related to supplements 1 and 2 are also included. A glossary of terms related to the use of DOT and an answer key are also provided. (Author/EC)

ED 120 388 CE 006 611
Redress of Consumer Grievances. Report of the National Institute for Consumer Justice.
National Inst. for Consumer Justice, Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date [73]
Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Arbitration, *Conflict Resolution, *Consumer Protection, Courts, Due Process, *Formative Evaluation, *Grievance Procedures, Justice, Legal Problems
Identifiers—*National Institute for Consumer Justice

The document is a report on the adequacy of existing procedures for resolving disputes arising out of consumer transactions. It is primarily concerned with problems of the consumer who receives defective goods or services and so suffers economic loss. Focusing on four types of dispute resolution, the document presents its findings and recommendations for the improvement of each type: (1) business-sponsored mechanisms—not a reliable method of consumer redress in fraud cases or nonfraud cases where the businessman believes he is correct and a large amount is at stake, (2) arbitration—a possible alternative method where disputes cannot be resolved by negotiation and are referred to an impartial arbitrator for a final and binding decision, (3) small claims courts—provide speedy and inexpensive justice for the litigants who could not afford a lawyer, and (4) consumer class actions—a controversial approach to judicial remedies for consumer grievances which can be abused by lawyers or can be helpful to consumers who have been injured but often do not bring cases on their own. Separate statements by members of the Board of Directors for the National Institute for Consumer Justice present different viewpoints on the four methods of resolving consumer grievances. (Author/EC)

ED 120 389 CE 006 613
Lewis, James P.
The Development of 17 Career Resource Centers in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date 75

Note—76p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Career Education, Developmental Programs, Educational Objectives, *Educational Resources, Evaluation, Instructional Aids, Instructional Materials, Program Administration, Program Descriptions, *Program Development, Questionnaires, *Resource Centers, *Statewide Planning, Studio Floor Plans
Identifiers—*Career Resource Centers, CRC, Pennsylvania

The report on Pennsylvania's 17 Career Resource Centers (CRCs) describes their background, the procedures followed in their development and administration, their ability to satisfy the six CRC objectives (collecting, evaluating, and disseminating accurate and relevant career information; providing assistance to the center's clientele in locating, evaluating, and using career information; helping students integrate self-knowledge with relevant career information; assisting faculty in integrating information into their instructional activities to support their students' career development; helping parents become active, concerned, and understanding participants in the career development of their children; and using community resources in fostering better understanding of the relationship of education to work), conclusions

and recommendations of the report, and related information on CRCs. Ten appendixes, comprising nearly three-fourths of the document, include: an equipment and material list, career research reports, student evaluation of the CRC, CRC curriculum materials, faculty evaluation of the CRC, a model for career consultants, CRC evaluation instruments, application for student advisory committee, CRC floor plans, and news releases. (JR)

ED 120 390 CE 006 616

Hickerson, Karl A. And Others

A Causal Analysis of Relationships Between Performance and Satisfaction in Eight Airman Specialties.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-57

Pub Date Oct 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, Comparative Analysis, *Correlation, Enlisted Personnel, Job Analysis, *Job Satisfaction, Longitudinal Studies, Motivation, Multiple Regression Analysis, Performance Criteria, *Performance Factors, Predictor Variables, *Task Performance, Work Attitudes

Identifiers—Air Force, Cross Lagged Correlation, Linear Regression Analysis

Longitudinal relationships, between two measures of both job performance and job satisfaction over a three-year period, were investigated for 1,352 airmen in eight enlisted Air Force occupational specialties. Cross-lagged panel correlation analyses were compared to conclusions based on an extended multiple linear regression analysis technique. Data are presented which suggest causal influence between performance and satisfaction in two of the eight specialties. Other results indicated that the performance-satisfaction relationship is a complex one dependent on the models used for investigation; the satisfaction, performance, and moderating variables selected, and the particular job specialty under consideration. The report includes a presentation of the linear regression models employed in the analysis and a bibliography of performance-satisfaction research. (Author)

ED 120 391 CE 006 617

Americans Volunteer—1974.

ACTION, Washington, D.C.

Pub Date Feb 75

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Activities, Individual Characteristics, Motivation, *National Surveys, *Participant Characteristics, Participant Satisfaction, Participation, Reliability, Research Methodology, *Statistical Analysis, Statistical Data, Tables (Data), *Volunteers

The study presents statistics in verbal, graphic, and tabular form based on three different population sets: the population as a whole, the volunteer population during the year ending in April 1974, and the volunteer population during the week of April 7-13, 1974. The most typical volunteer was a married white woman between ages 25 and 44 who held a college degree and was in the upper income bracket. Most volunteers (50%) during the week of April 7-13, 1974 engaged in religious oriented activities. For other activities the respective percentages for that week were: education, 15%; health, 15%; civic/community action, 14%; citizenship, 12%; recreation, 11%; social welfare, 7%; politics, 3%; and justice, 1%. A comparison of the present study with one done in 1965 shows that more volunteers are working more hours each week and with greater regularity than the earlier group. The three most frequently cited reasons for volunteering were: helping others, enjoying volunteer work, and satisfying a sense of duty. Of individuals involved in volunteerism, 15% said they were not going to continue as volunteers, mostly due to project termination. Four appendixes contain survey methods and reliability data, the survey questionnaire, and descriptions of ACTION programs. (Author/JR)

ED 120 392 CE 006 622

Scott, Harry, Jr.

Exemplary Career Resource Center for Grades 6 through 9 in Pennsylvania.

Wyoming Valley West School District, Kingston, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Jul 74

Note—27p.; Appendixes A and B will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, Career Exploration, Educational Objectives, Instructional Materials Centers, *Junior High Schools, Methods, *Program Evaluation, *Resource Centers, *Student Reaction

Identifiers—Pennsylvania (Kingston), Wyoming Valley West School District

The evaluation of an exemplary career resource center (CRC) developed for the Wyoming Valley West School District, Kingston, Pennsylvania, is presented. Questionnaires were used to assess the CRC in terms of information collection, evaluation and storage, client usage, and attitudinal factors and were completed by approximately 1,000 seventh and eighth grade students served by it. Program objectives, evaluation methods and procedures, findings and their analysis by objective, and recommendations are examined. Tables supplement the text. Appended material includes the student evaluation form with response data, a sample log sheet, and a summary of the equipment and materials evaluation. Results indicated that the CRC was highly successful in organizing and maintaining all necessary hardware and software. Improvement needs to be made in methods of permitting students to use the CRC because of the great interest and too large of a student body for the amount of equipment, room size, and available assistance. The overall attitudes of pupils was promising. (Author/LH)

ED 120 393 CE 006 624

Myers, Keith R.

An Appraisal of Group Project Effectiveness in Vocational Subjects Conducted as a Part of the Graduate Student Research Grant, Project No. 19-004-151-223; Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Aug 74

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Educational Objectives, Educational Research, Effective Teaching, *Evaluation, *Evaluation Methods, *Group Activities, Learning Activities, Performance Based Education, Post Secondary Education, *Program Effectiveness, Questionnaires, School Surveys, Secondary Education, Student Reaction, Tables (Data), *Vocational Education

An evaluation of group project activities in terms of participant acquisition of vocational skills and competencies was undertaken in secondary vocational and postsecondary vocational schools within Wisconsin and Minnesota. Questionnaires dealing with study objectives were administered to 234 students and 17 teachers involved in the activities, and on-site observations were made. Data were gathered from four basic groups: (1) a spinning wheel class, (2) personally visited classes, (3) classes not visited, and (4) teachers. Methods and procedures are examined. Data were analyzed, when possible, by computer, using weighted scope analysis. Results are presented, based on an examination of each group project's data in relationship to objectives, and conclusions are made. It was determined that group project activities in vocational education provide: productive learning experiences; palatable activities; measured increases in group interaction; and achievement beyond course criterion level and attainment of career information. It was also concluded that no unique skills were required of the instructor. Figures and tables supplement the text. Appended materials include: questionnaires, pre- and posttests, forms, correspondence related to the four basic groups, and group project activity schools involved in the research study. (LH)

ED 120 394 CE 006 627

Farmer, James A., Jr. Papagiannis, George

Program Evaluation: Functional Education for Family Life Planning, 3. World Education Monograph Series.

World Education, Inc., New York, N.Y.

Pub Date Oct 75

Note—68p.

Available from—World Education, 1414 Sixth Avenue, New York, New York 10019 (\$4.00; 30 percent discount on 10 or more copies)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Adult Education, Adult Education Programs, Developing Nations, Educational Assessment, *Educational Development, Educational Problems, Educational Programs, *Evaluation Methods, *Evaluation Needs, Guidelines, Individual Development, *Nonformal Education, Program Development, *Program Evaluation, Social Development

The document focuses on the evaluation processes of educational programs in nonformal education which are designed to help adults develop new attitudes and practices particularly in developing countries. It consists of two articles which discuss basic evaluation concepts in nonformal education. The first article, *Perspectives on Evaluation*, by George Papagiannis, discusses various aspects of evaluation in relation to the development of educational programs designed for individual and national development. It introduces some basic concepts and problems in the effective use of evaluation and suggests that evaluation should not only involve the formal learning process and achievements of a program but also its administrative features and the relationship of the program to other facets of the social and political environment. The second article, *Evaluation of Broad-Aimed Education Programs*, by James A. Farmer, Jr., discusses the need to evaluate broad-aimed programs which seek to affect the quality of the learner's lives through education and to help students cope more effectively with their problems. The phases involved in mixed-scanning, a decision-making approach for evaluating nonformal educational programs, are discussed. Appended are rules for conducting an evaluation, a bibliography of materials on the evaluation of education for development, and general references. (Author/EC)

ED 120 395 CE 006 628

Technician Education Yearbook 1975-1976.

Pub Date 75

Note—358p.

Available from—Prakken Publication, Inc., 416 Longshore Drive, Ann Arbor, Michigan 48107 (\$16.00; 10 or more copies, \$14.40; 50 or more copies, \$12.80)

Document Not Available from EDRS

Descriptors—Bibliographies, Case Studies (Education), Community Colleges, *Directories, Educational Programs, Occupational Information, Post Secondary Education, Professional Associations, State Officials, *Technical Education, *Technical Institutes, *Technical Occupations, *Yearbooks

The yearbook, divided into six sections, records the growth of technician education and training. Section 1 consists of eight articles on new issues, problems, and proposals in technician education. Case studies of eight different college training programs are presented in Section 2. Section 3, the main portion of the yearbook, consists of three directories: (1) a directory of 1,850 institutions offering technician training, organized by State; (2) a directory of technologies offered by institutions, listing 118 different technologies with institutions offering each technology listed alphabetically by State (technologies are grouped into 11 major categories: agriculture, business-related, civil, consumer sciences, electrical/electronics, environmental control, health, industrial, mechanical, public service, and miscellaneous); and (3) a directory of Federal and State officials of technician education. Current occupational information about technicians obtained from the U.S. Bureau of Labor Statistics are presented in Section 4 for the following occupations: engineering and science technicians, forestry technicians, drafters, surveyors, medical laboratory workers, electrocardiograph technicians, and electroencephalographic technicians. Section 5 contains information on professional organizations concerned with technical education. An 11-page bibliography of current materials concludes the document. (EC)

ED 120 396 CE 006 629

Ruff, Eldon E.

Foundations of Career Guidance.

Pub Date 6 Dec 75

Note—14p.; Paper presented at the Annual Meeting of the American Vocational Association (Anaheim, California, December 6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Career Education, Changing Attitudes, *Continuous Guidance, Counseling Theories, Counselor Functions, Counselor Qualifications, Counselor Role, *Developmental Guidance, Educational Guidance, Educational History, Foundations of Education, Guidance Functions, Individual Development, *Occupational Guidance, Professional Associations, Self Actualization, *State of the Art Reviews, *Vocational Counseling, Vocational Development

The paper traces the evolution of career guidance from 1909 to the present. The predominant views before 1950 were almost entirely non-developmental, but in response to questions raised at a series of major national conferences in the 1960's and the national impact of the career education concept, the 1970's have seen a flurry of writings and several pieces of legislation before Congress related to career guidance. Four recent efforts to conceptualize career guidance are highlighted: (1) a 1973 position paper, a joint effort of the American Vocational Association (AVA) and the National Vocational Guidance Association (NVGA), recognizing the need for career guidance as an intervention process for persons of all ages and specifying that programs should encourage individuals' responsibility for their own career development; (2) the American Personnel and Guidance Association (APGA) Position Paper on the Role of Counselors in Career Education, outlining 12 desirable changes; (3) the 1975 draft of the Association for Counselor Educators and Supervisors (ACES) position paper stressing common counselor competencies; and (4) a 1975 journal article by Tenneyson and Hansen outlining principles for a self-based career guidance program. The paper concludes with a discussion of John Gardner's guidelines for self-renewal. (AJ)

ED 120 397 CE 006 630
A Dialogue Between Steilacoom and McNeil Island Federal Penitentiary—Neighbors for 100 Years: Final Evaluation Report.

Steilacoom Prisoners' Support House, Wash.
 Spons Agency—Washington State Commission for the Humanities, Olympia.
 Pub Date Dec 75

Note—53p.; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Community Attitudes, Community Involvement, *Community Programs, Community Relations, Community Support, Conference Reports, Correctional Rehabilitation, *Corrective Institutions, Crime, Discussion Programs, Humanism, *Human Relations Programs, *Intergroup Education, Prisoners, Program Descriptions, Program Effectiveness, *Program Evaluation, Punishment, Recidivism

The report evaluates a project to stimulate dialog between staff and inmates of a Federal penitentiary and members of a nearby community. The purpose was to bring prison and community people together to begin discussion of crime, punishment, rehabilitation, and recidivism in an atmosphere of informed, reflective thought. Nearly 500 people participated in four three-hour sessions, which included a general presentation, a question and answer period, and small-group discussions. The evaluation procedure used is known as the "Zeitgeist" technique; the best ideas heard at each session were noted on cards by participants, anonymously, along with demographic data. This information was summarized and distributed at each successive meeting. The first part of the document reports on quantitative measures and includes a narrative of events, statistical data, and an assessment of the project's impact on people and the community. The second part reports on quantitative measures and includes a discussion of the involvement of professional humanists in the project and an assessment of the extent to which the project objectives were achieved. Deemed generally successful, the project suffered from ambiguity toward action as a project objective. Among the appendices are the Zeitgeist summaries and a speech by the penitentiary warden. (AJ)

ED 120 398 CE 006 631
Weidman, Donald R. And Others
Intensive Evaluation for Criminal Justice Planning Agencies.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jul 75

Note—67p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00348-6, \$1.75)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Administrator Guides, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, *Law Enforcement, Manuals, *Program Evaluation, Projects, *Regional Planning, *State Agencies

Identifiers—Law Enforcement Assistance Administration, LEAA

The Law Enforcement Assistance Administration's (LEAA) 1974 evaluation guidelines state that each State Planning Agency (SPA) "is expected to intensively evaluate...selected projects or groups of projects according to its planning needs." Evaluations are to "incorporate sound evaluation methodologies including, as appropriate, experimental designs developed prior to project implementation, control groups, independent data collection and analysis, and in-depth case studies." Intensive evaluations are required only if a use for the results is established. The SPA and its Regional Planning Units (RPU's) may determine when intensive evaluation is needed, what should be evaluated, and what methodologies to use. The handbook is designed to help SPAs and RPU's use this discretion effectively. It is aimed primarily at persons responsible for developing and managing evaluation activities. Chapter 2 identifies situations that warrant intensive evaluation and potential costs and benefits; Chapter 3 summarizes the major tasks involved. Chapters 4-8 are aimed at persons responsible for evaluation implementation, discussing the major tasks in greater detail and offering strategies. To demonstrate alternative methods of conducting intensive evaluation, appendices describe the evaluation activities of selected SPAs and the National Institute of Law Enforcement and Criminal Justice's approach to evaluation. A bibliography is also appended. (Author/AJ)

ED 120 399 CE 006 632

Halper, Andrew Ku, Richard
New York City Police Department Street Crime Unit: An Exemplary Project.

Abt Associates, Inc. Cambridge, Mass.
 Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date [75]

Note—166p.; Photographs will reproduce poorly
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00338-9; \$2.40)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Crime, *Demonstration Projects, Evaluation Methods, Facilities, *Law Enforcement, Morale, Personnel Selection, *Police, Police Action, Police Costs, *Program Administration, *Program Descriptions

Identifiers—New York (New York), *Street Crime

The document presents a description of the policies and procedures of the New York City Street Crime Unit (SCU) which conducts street surveillance and decoy activities. The organization and administrative structure of the SCU is studied according to the size of a unit and the chain of command requirements. The SCU's methods for selecting and maintaining personnel are based on a profile of the model candidate, recruitment and selection procedures, specialized training programs, and group morale. The SCU functions include: deployment, patrol preparations, decoy operations, and plainclothes surveillance. Guidelines for confrontation between plainclothes officers, stop and frisk procedures, arrest procedures, and their policy implications are given. The facilities, equipment, and communication system of the SCU are examined. A discussion of the legal issue of entrapment is presented and methods for maintaining the integrity of SCU members are considered. Data on

SCU costs, arrest and conviction rates, injury levels, crime reductive impact, and other outcome measures are discussed. An evaluation design for assessing the outcomes and impacts of street crime unit operations is given. Statutes, equipment inventory, interview questions, guidelines, procedures, and performance evaluation forms related to SCU activities are appended. (Author/EC)

ED 120 400 CE 006 633

McDonnell, John J.
Central Police Dispatch: An Exemplary Project.

Abt Associates, Inc. Cambridge, Mass.
 Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date [76]

Note—141p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00364-8; \$2.60)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Administrative Organization, *Demonstration Programs, Intercity Cooperation, Job Training, *Law Enforcement, *Police, Police Community Relationship, Police Costs, *Program Descriptions, Regional Cooperation, *Telecommunication

Identifiers—*Central Police Dispatch, Michigan (Muskegon County)

The document presents a description of the Central Police Dispatch (PCD) system of Muskegon County, Michigan. The CPD, a civilian-staffed organization, is concerned with the regionalization of police services and improved police communications. The development of the CPD is traced from the Muskegon Interlocal Public Agency (1969-72) to the present Central Operations for Police Services. Several features of the CPD organizational structure are described: local autonomy, financing, organizational structure and policies, and staffing and training. Its four major services include: (1) receiving and routing calls, (2) maintaining location status information on all units, (3) contacting/dispatching service providers, and (4) submitting queries to the computerized criminal information data bank and relaying requested information to field units. CPD performance conforms closely to national standards and has shown an increase in its service levels. An analysis of the key core elements of a centralized dispatching system is presented. Data needed to monitor and evaluate the CPD (the same data needed for operation) are based on telephone calls, services provided, who receives the services, and accounting records. Major steps for establishing a centralized police dispatching system are presented. One-third of the document contains appended materials related to the CPD program and training. (Author/EC)

ED 120 401 CE 006 634

Gullion, Christina
Definitions and a Model for Four Design Processes in Education Based on Statement of Objectives.

Pub Date Oct 73

Note—60p.; Master's Thesis, Columbia University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Curriculum, Curriculum Design, *Curriculum Development, *Educational Objectives, Educational Programs, Educational Theories, Instructional Design, Literature Reviews, *Models, Program Development, *Vocational Education

The thesis is a theoretical approach to curriculum development for occupational preparation. Following a brief introduction (which reviews the problems currently associated with allied health services job preparation), the first of the essay's two main sections considers theoretical questions dealing with the nature and scope of curriculum development. After reviewing the appropriate literature, section 1 also discusses theoretical and practical models for curriculum development and presents a four-stage model of educational design activities containing the following components: selection of overall education objectives, curriculum development, program design, and instructional planning. Section 2 deals with the determination of an appropriate form for the curriculum, surveying the literature with respect to the use of objectives in education for their applicability to occupational preparation curriculum development. In addition, section 2 discusses edu-

16 Document Resumes

cational terminology with respect to curriculum objectives. A five-page bibliography is included. (JR)

ED 120 402 CE 006 636

Steiger, JoAnn M. Cooper, Sara
The Vocational Preparation of Women; Report and Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 75

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Educational Assessment, *Federal Legislation, Females, Government Role, Manpower Utilization, Relevance (Education), *Sex Discrimination, State of the Art Reviews, Tables (Data), *Vocational Education, Womens Education, Working Women

The document describes findings of the Education Subcommittee of the Secretary's Advisory Committee on the Rights and Responsibilities of Women regarding the impact of Federal vocational education legislation and HEW policies on women. Section 1, A Summary of the 1975 Report of the Subcommittee on Education (four pages), examines: Title 9, areas for further study, HEW record keeping policies regarding programs specifically for women, 5 recommendations regarding current legislation, and 10 recommendations regarding HEW policy. Section 2, Vocational Education and Women (27 pages), discusses the reality of the labor market, historical background on education and working women, the distorted face of vocational education for women, and underlying problems in vocational education. Section 3, Recommendations for Change (five pages), examines the Vocational Education Amendments of 1968 (VEA), the Administration's bill to revise it, and HEW policy and practice; and lists 10 recommendations to be added to the 5 from Section 1. Tables are provided. Appended material lists research and development projects dealing with careers and vocational education for women under States and under HEW (the National Institute of Education, Office of Education, and Fund for the Improvement of Postsecondary Education [FIPSE]). (LH)

ED 120 403 CE 006 637

Newton, Mark

Research Related to Bowling Green Independent School System's Comprehensive Career Education Model.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 31 Jul 74

Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Administrative Attitudes, *Career Education, Counselor Attitudes, *Data Analysis, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Parent Attitudes, *Program Evaluation, Student Attitudes, *Surveys, Tables (Data), Teacher Attitudes

Identifiers—*Bowling Green Independent School System, Kentucky

The final report of the year-long program that introduced career education into the Bowling Green Independent School System, Warren County, Kentucky, is presented. The main objective of the study reported was to supply an empirical data base on which decisions could be made at the local, regional, and State level regarding career education program development, implementation, and refinement. Five data collection instruments and two measurement devices were developed to gather data from teachers, counselors, administrators, parents, and pupils in the nine public schools of the system. The data are presented in 57 tables. Complete anonymity of respondent identity was maintained, negating any direct follow up attempts. Research methods and procedures are extensively discussed, including a review of literature, instrument development, data collection, and data analysis. The findings are summarized in a list of 50 summary statements. Appended material takes up half of the document and includes: the teacher, counselor, administrator, parent, and student surveys; scoring

key; and regression analysis variable lists and summary tables. It is stated that large portions of the findings presented can be generalized to other educational agencies involved with career education programs. (LH)

ED 120 404

Holberg, Anne

The Role of Remedial Training in the Naval Service: One Last Chance for Many Recruits. Report No. 75-17.

Naval Health Research Center, San Diego, Calif.

Report No.—AD-A015-666

Pub Date Feb 75

Note—23p.; Paper presented at Research Conference on the Social Psychology of Military Service (Chicago, Illinois, April 23-25, 1975)

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A015-666; HC \$3.25, MF \$2.25)

Document Not Available from EDRS

Descriptors—Enlisted Personnel, *Literacy Education, *Military Training, Motivation, Motivation Techniques, *Personal Adjustment, *Physical Fitness, Program Effectiveness, Program Evaluation, Reading Skills, *Remedial Programs, Self Concept, Self Esteem

Identifiers—Marines, Navy

This study examined the effectiveness of three naval service remedial programs. Academic remedial training was established to raise the literacy of marginal Navy recruits to at least the fifth grade level and to help these men function effectively during their enlistments. The physical conditioning platoon was instituted in the Marine Corps to help physically marginal and overweight Marine recruits improve their physical fitness and self-confidence. For those Marine recruits who have difficulty adjusting to recruit training, a motivation platoon was created to promote greater acceptance of and involvement in the service. Even though many literacy trainees did not attain the desired final fifth grade reading level, the mean gain in reading skills was over a year, and for those with final reading scores over the fifth grade, there were many more effective than noneffective sailors. Positive improvements in attitudes, perceptions of their bodies, and personality characteristics were obtained for trainees assigned to the physical conditioning platoon and motivation platoon. The objectives of each program were achieved. (NTIS)

ED 120 405 CE 006 639

Batts, John H. And Others

The Roles of Women in the Army and Their Impact on Military Operations and Organizations.

Army War Coll., Carlisle Barracks, Pa.

Report No.—AD-A016-998

Pub Date 23 May 75

Note—153p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A016-998; HC \$3.25, MF \$2.25)

Document Not Available from EDRS

Descriptors—*Administrative Problems, *Females, Interpersonal Problems, Military Organizations, *Military Personnel, *Military Service, *Military Training, Minority Role, Questionnaires, Recruitment, Surveys, Tables (Data)

Identifiers—Army

Problems inherent in the expanded utilization of female soldiers in the U.S. Army are numerous. Attitudes of a wide sample of Army personnel, men and women, enlisted and officer, were surveyed pertaining to those problems. Some problems such as uniforms, billeting, assignments, and training are obvious and with proper planning can and will be solved by commanders and staffs throughout the chain of command. Other problems, perhaps not so obvious, have not received sufficient attention and remain of concern: fraternization; attitudes of male and female soldiers; effects of the Equal Rights Amendment; deployability; and requirements unique to women such as pregnancy, abortion, child care, and assignment of military couples. Policies as expressed by the Secretary of Defense, Secretary of the Army, Chief of Staff of the Army, and major commanders are not disseminated in sufficient detail to insure that soldiers understand what policies are applicable to the utilization of female soldiers. Many soldiers, both male and female, are concerned that supervisors do not have sufficient training to cope with the sexually-mixed work environment, particu-

larly as this environment deals with discipline, extra duties, and physical capabilities of the female soldier. (NTIS)

ED 120 406

Warmbrod, J. Robert

The Liberalization of Vocational Education.

Pub Date 74

Note—17p.; Paper presented at the Annual Meeting of the American Vocational Association (New Orleans, Louisiana, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Change, Educational Needs, Educational Objectives, *Failure Factors, *General Education, *Secondary Education, Skill Development, Skills, Success Factors, *Vocational Education

Reports and studies on the achievements of vocational education over the last 10 years suggest that vocational education has not succeeded in offering programs that adequately prepare high school students to enter the world of work. Vocational training in specific skills at the secondary level is not sufficient for future employment since other, additional skills (reading, writing, and math skills and sociability) are needed. The separation between general education and vocational education has a detrimental effect on students if intellectual growth and actual experience are perceived as two unrelated processes. The two areas should be reconciled because general education offers important skills necessary for occupational success. To achieve this reconciliation, vocational education in secondary schools should broaden its purpose and scope beyond skill training and come to a realization that knowledge in other areas is needed in the world of work. This has wide implications for agricultural education and teacher educators if the vocational and educational needs of the student are to be met. A list of references is included. (EC)

ED 120 407

Michelotti, Kopp

Multiple Jobholders in May 1975: Special Labor

Force Report No. 182.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Nov 75

Note—24p.; Not available in hard copy due to smallness of type; For earlier reports see ED 098 395, 099 676, and 114 651

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Employment Patterns, *Employment Statistics, Employment Trends, *Labor Force, *Multiple Employment, *National Surveys, Tables (Data)

The document reports findings from a multiple jobholder survey. About 3.9 million workers (4.7% of all employed persons) held two or more jobs in May 1975. The multiple jobholding rate for men (5.8%) was higher than the rate for women (2.9%). Over half of the moonlighters held two nonagricultural wage or salary jobs. The incidence of multiple jobholding varied according to age, sex, and marital status. The number of female multiple jobholders increased during 1970-75 in industry and occupation of primary job. Multiple jobholding rates for male teachers below the college level was higher than for any other male occupation (16%). The larger proportion of male moonlighters had second jobs as farmers or professionals (17% each). Agriculture plays a much larger role in multiple jobholding than in the general labor market. A review of the kinds of secondary jobs held by moonlighters as related to the job desires of the unemployed suggests that very few of the unemployed would take the jobs held by moonlighters. About 35% of multiple jobholders held second jobs to meet regular expenses (one-half of black moonlighters and one-third of white moonlighters). Definitions of basic labor force concepts are given. Supplementary tables support the analysis. (Author/EC)

ED 120 408

McBride, Robin S. Strood, Kenneth W., Jr.

Diagnostic Assessment of Driver Problems: Volume 1. The State-of-the-Art in Driver Problem Diagnosis.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—HumRRO-FR-ED-75-21

Pub Date Aug 75

Note—411p.; Not available in hard copy due to marginal reproducibility; For Volume 2, see CE 006 644

Available from—National Technical Information Service, Springfield, Virginia 22161
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accident Prevention, *Data Analysis, Information Sources, *Literature Reviews, *Measurement Techniques, *Methods Research, Motor Vehicles, Performance Factors, State of the Art Reviews, Tables (Data), *Traffic Safety

Identifiers—*Driver Problems

Volume 1 of a study designed to conduct a state of the art review of driver problem assessment consists of a review of related literature. The purpose of the study is to identify diagnostic assessment techniques in isolating driver problems. The review was based on three levels of information sources: (1) information from primary sources—driver licensing file, (2) information from secondary sources—other agencies, and (3) information from direct driver measurement. Each level is further divided into the following conceptual areas: (1) driver performance and ability, (2) human condition and states, and (3) exposure variables. Level 1 data sources have the greatest current utility for diagnostic assessment in an operational setting, based on the relatively inexpensive means of data retrieval and the consistency of significant predictors found at this level. Level 2 data present several legal and logistical problems due to the privileged information requirements and a lack of coordination between agencies. Level 3 data usually require further research before their operational utility can be determined since they are currently not widely used for assessment in social control agencies. The discussion is supplemented by illustrations and tables. A list of references is given for each chapter, and an author index is included. (Author/EC)

ED 120 409 CE 006 644

McBride, Robin S. Stroad, Kenneth W., Jr.

Diagnostic Assessment of Driver Problems: Volume 2. Assessment Techniques for Operational Users: Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—HumRRO-FR-ED-75-21

Pub Date Aug 75

Note—185p.; Not available in hard copy due to marginal reproducibility; For Volume 1, see CE 006 643

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accident Prevention, Data Analysis, *Measurement Techniques, Models, Motor Vehicles, Performance Criteria, *Program Development, Tables (Data), Traffic Control, *Traffic Safety

Identifiers—*Driver Problems

Volume 2 studies the operational feasibility of the diagnostic assessment of driver problems. Target groups for driver countermeasures are identified from research on diagnostic predictors and performance criteria. A diagnostic assessment model is presented which incorporates assessment techniques that were useful in an operational setting. The model is intended to serve as a practical guide for the operational assessor in the traffic enforcement/control system. The development of the diagnostic assessment model focuses on the interaction of the driver, the enforcement system, and social institutions which are concerned with remediation of the driver (courts, licensing agency, and social rehabilitation agencies). Guidelines for the operational implementation of the model are presented in the following areas: administrative procedures, operational requirements for assessment, sample driver assessment, and options for indepth diagnosis. State requirements for the implementation and validation of the technique are cited. An evaluation plan for the validation of the model is presented through a pilot study. Concurrent and predictive evaluation, and a long-term plan for integration and diagnostic approaches and countermeasures. Other measurement and assessment materials are appended. A glossary of technical terms and references are included. (Author/EC)

ED 120 410 CE 006 645
Job Opportunities Forecast for Washington State 1976-1982.

Washington State Commission for Vocational Education, Olympia.
Pub Date Dec 75

Note—142p.; Second Edition

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—*Educational Needs, Educational Programs, *Employment Opportunities, *Prediction, *State Surveys, Tables (Data), *Vocational Education

Identifiers—*Washington

The seven-year forecast of vocationally related job openings in the State of Washington from 1976 through 1982 identifies long range, gross demands of vocational education training needs by occupational category. Part 1 provides an introduction and lists major participants. Part 2 describes the system's major features and limitations, and references to available specific technical documentation are made. Part 3 compares the present document with its first edition; compares the present document with the Employment Security Department's Forecast on Occupational Trends; and examines State and vocational education-related job needs and program trends. Part 4 presents the Job Opportunities Forecast in three categories: (1) projected demands for vocational education programs currently offered throughout the State; (2) potential/emerging vocational education programs; and (3) special needs studies and/or specific occupational forecasts. Vocational programs within these categories are arranged under the following occupational areas: agriculture, distributive education, health, home and family life, business and office, technical, trade and industrial. Appended material includes: reference copy of the Employment Security Forecast entitled "Washington State Occupational Trends 1970-1980", glossary of terms, bibliography, and questionnaire. (LH)

ED 120 411 95 CE 006 646

Profiles of Career Education Projects; First Year's Program, Fiscal Year 1975 Funding.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D. C.

Pub Date Dec 75

Note—255p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Career Education, Demonstration Projects, *Directories, Educational Finance, Educational Objectives, *Federal Aid, Federal Legislation, Females, Information Dissemination, Minority Groups, *Program Descriptions, Program Development, Program Evaluation, *Projects, Special Education, Teacher Education

Identifiers—*Education Amendments 1974 (Section 406)

Profiles of 81 career education projects awarded grants by the Office of Career Education for fiscal year 1975 under the provisions of Section 406 of Public Law 93-380 are presented, and were written by project directors. Projects are grouped into six categories, and arranged alphabetically by State within each category: (1) Incremental Quality Improvement, 45 projects; (2) Effective Methods and Techniques: Senior High, Community College, University Settings, 7 projects; (3) Special Segments of Population, 12 projects; (4) Methods and Techniques for Training and Retraining, 4 projects; (5) Communication, 12 projects; and (6) Survey and Assessment, 1 project. Each profile utilizes an standard format which contains information regarding project administration, funding, major objectives, project activities, evaluation, communication, and demographic data. The full text of the new career education legislation enacted by Congress in Section 406 of Public Law 93-380 and a reproduction of the FY 1975 Federal Register announcement regarding the career education program are appended. (LH)

ED 120 412 95 CE 006 647

Miyataki, Glenn K. Byers, Maureen L.

Academic Unit Planning and Management. Technical Report No. 75.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D. C.

Report No.—WICHE-TR-75

Pub Date Jan 76

Note—158p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Administrator Guides, Departments, *Educational Administration, *Educational Planning, *Higher Education, Institutional Administration, Institutional Research, Management, Organizational Development, *Post Secondary Education

Intended to provide a systematic aid for planning and managing academic units (schools, colleges, departments, or divisions) within an institution, the Academic Unit Planning and Management (AUPM) manual consists of a multifaceted set of techniques and procedures that can be used by academic unit administrators. Data regarding academic unit functions, the availability and allocation of human and physical resources, sources and uses of funds, and the planning and assessment of outcomes can be determined. Six modules, containing data worksheets and investigation procedures, include: (1) Identifying and Organizing Academic Unit Functions; (2) Examining Academic Demand; (3) Planning Faculty Resources; (4) Planning Physical Resources; (5) Planning Financial Resources; and (6) Identifying and Assessing Outcomes. An overview of AUPM objectives is presented, and five guidelines for its implementation are outlined. Five appendixes take up approximately half of the document and include: a discussion of how an academic unit functions; a list of contributions of the National Center for Higher Education Management Systems products to the academic unit planning manual; blank worksheets; instructions for completing sample faculty planning forms; and an inventory of higher education outcome variables and measures. (Author/LH)

ED 120 413 CE 006 649

Bonn, Robert L.

Continuing Education Participants: Who-How Many—Types of Program—Attitudes.

Society for the Advancement of Continuing Education for Ministry, Richmond, Va.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date [75]

Note—25p.; For related document, see CE 006 650

Available from—SACEM, 3401 Brook Road, Richmond, Virginia 23227 (\$0.70, prepaid only)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education Programs, *Clergymen, *Participant Characteristics, *Participation, *Professional Continuing Education, Surveys, Tables (Data)

Continuing education for clergy is examined in terms of participation rates and factors, with data based on the 1974 Clergy Support Study. The Study surveyed 19 key American Protestant denominations with results from 4,635 clergy usable for analysis. A systematic examination of the influence on continuing education program participation discusses: (1) time and money provided by congregations; (2) denomination; (3) other clergy support factors; and (4) the attitudinal dimensions. Data indicate that 67% of all United States clergy participated in at least one continuing education program during 1972-73; statistics are further broken down according to types of programs. Broader implications of the findings indicate continuing education programs may have attracted as many clergy as possible. Brief suggestions for future study regarding participant satisfaction and program influence are made. (LH)

ED 120 414 CE 006 650

Bonn, Robert L.

Continuing Education: 1974 Clergy Support Study: Data Analysis: Final Report.

Society for the Advancement of Continuing Education for Ministry, Richmond, Va.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Oct 75

Note—96p.; For related document, see CE 006 649

Available from—SACEM, 3401 Brook Road, Richmond, Virginia 23227 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Churches, *Clergymen, Enrollment Influences, *Enrollment Rate, Enrollment Trends, Factor Analysis, Financial Support, *National Surveys, *Professional Continuing

Education, Resource Allocations, *Statistical Analysis, Statistical Data, Statistical Studies, Student Costs, Tables (Data)

The report provides a detailed analysis by cross-tabulation of how a series of clergy support variables relate to continuing education program participation and to congressional provision of time/money resources for continuing education. A descriptive overview and an analytical perspective are given; tables are provided which contain the continuing education data collected in a 1974 clergy support study sponsored by a National Council of Churches committee. The study gave a broad, nationwide, interdenominational picture of various types of clergy support and attitudes. The data analysis reveals that the overall rate of participation in continuing education programs in 1972 and 1973 was 67%, or two-thirds of all clergy; the single most important influence on participation was denomination. Large discrepancies were discovered between rate of clergy participation and congregational resource allocation; the national figure is only four percent both for clergy receiving more than \$200 and more than two weeks, and the majority of participants in all program types do not receive time/money resources from their congregations. Rates for particular program types were highest for the professional and theological skills institutes or seminars and independent study programs; patterns for various specific program types are considered in great detail. (AJ)

ED 120 415 CE 006 651
Bilingual Vocational Curriculum and Instruction Center.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Pub Date [76]

Note—59p.; Photographs on pages 2-3 will not reproduce in microfiche; Prepared by Career Education Services Unit

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Bilingual Students, *Bilingual Teacher Aides, *Disadvantaged Youth, Educational Legislation, Guides, Nonprofessional Personnel, *Program Guides, School Aides, Supreme Court Litigation, Teacher Role, *Vocational Education, *Vocational Training Centers

Identifiers—Los Angeles

The Bilingual Vocational Curriculum and Instructional Center Program, initiated in the Los Angeles City Schools in 1975, was established to provide supportive services for limited English speaking students enrolled in district vocational programs. The program provides instructional aides to assist disadvantaged students in vocational classes in order to improve the educational performance and enhance the employability potential of students assisted. The program handbook was developed by teachers and designed for use by administrators, teachers, and instructional aides. It provides information in four areas: (1) background (defining bilingual education, goals, and project scope); (2) descriptions of disadvantaged vocational students (academic, social, economic, and cultural) and characteristics of the disadvantaged (attitude, education, and social); (3) the roles and delineation of roles of teachers and aides in the program; and (4) program accountability and evaluation. The handbook also provides supplementary material which includes information on audiovisual techniques, relevant laws affecting aides and teacher preparation, DHEW policy statements, and the text of the Lou V. Nichols Supreme Court Decision. (Author/AJ)

ED 120 416 CE 006 652

Blair, Larry M. Barker, Larry

An Analysis of Nuclear Related Technician Manpower in Western States for the Region Served by the Western Interstate Nuclear Board.
Oak Ridge Associated Universities, Tenn. Manpower Development Div.

Spons Agency—Energy Research and Development Administration, Washington, D.C. Div. of Labor Relations.

Report No.—ERDA-78; UC-2

Pub Date Nov 75

Note—112p.; Appendix D is a computer printout which will not reproduce well in microfiche. Some tables may not reproduce clearly due to type size; Prepared by Manpower Information Systems Branch

Available from—National Technical Information Service, Springfield, Virginia 22161 (HC, \$6.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—Employment Level, *Employment Projections, Employment Statistics, *Employment Trends, Energy, Government Employees, *Labor Market, Manpower Needs, Manpower Utilization, Nuclear Physics, Occupational Surveys, Production Technicians, Radiologic Technologists, Statistical Surveys, Surveys, Tables (Data), *Technical Occupations, Utilities
Identifiers—*Nuclear Technicians, Nuclear Technology, Western Interstate Nuclear Region Board

The study presents the results of a survey of current (1975) and projected near-future (1975 through 1977) labor market trends for nuclear-related technicians in the 12-State Western Interstate Nuclear Region Board (WINB) area. The survey covered employers and educators/trainers of nuclear related manpower in private industry, research laboratories, governmental agencies, government contractors, educational organizations, and medical facilities. In January, 1975, over 16,800 nuclear related technicians were reported employed in the western States, with U.S. Energy Research and Development Administration (ERDA) contractors the largest single employer group, but by late 1977 private organizations and utilities are projected to employ substantially more nuclear related technicians than ERDA. A growth rate of 10% a year is projected over the next three years, three times greater than the growth rate projected for all technicians in the U.S. economy. Large manpower shortages are predicted for nuclear production and reactor operation and for tests and measurement. A very large excess of manpower is projected for nuclear medical and health related technicians. The data collected in the survey are presented in tables and discussed; the survey questionnaire, additional tables of data, and a list of WINB region training institutions are appended. (Author/AJ)

ED 120 417 CE 006 653

Thal-Larsen, Margaret Parrish, Gerald R.

Career Guidance for Science Students: Systems, Practices and Data Base.

Management Technology, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Experimental Projects and Programs.

Pub Date 75

Note—265p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Career Choice, Career Education, Career Planning, Computer Oriented Programs, Counseling Effectiveness, Counseling Programs, Counseling Services, Counseling Theories, Guidance Programs, Guidance Services, High School Students, Information Needs, Information Systems, Labor Market, *National Surveys, *Occupational Guidance, *Science Careers, *State of the Art Reviews, *Vocational Counseling, Vocational Development
Identifiers—*Career Guidance, Counseling Materials, National Science Foundation

The report, prepared to help the National Science Foundation determine the actions it should undertake to improve career guidance for future science majors, describes the current major theories and practices of career guidance; reviews career guidance materials in the sciences; summarizes what others are doing or contemplating; and recommends what should be done to develop effective and useful career guidance material in the sciences, including the information to be collected, delivery methods, and costs. Among the study's findings, obtained through surveys of secondary sources, visits to systems, State and Federal agencies, and interviewing and questionnaires of knowledgeable persons, are these: a lifelong career development model is replacing static conceptualizations of career choice; secondary students seem to desire various types of direct job experience; and two new practices consonant with developmental theories, career education and the computerized career guidance system, are emerging to supplement counselors' efforts. Thirty-three recommendations emphasize specific research needs and urge Foundation cooperation with other named agencies, particularly to improve the data base for a labor market information system. The recommendations reflect authorities' responses indicating that improving guidance materials and procedures for science students necessitates improving them for all. Appendices include questionnaire returns, interview reports, and related documents. (AJ)

ED 120 418

CE 006 654

Aides to Career Education: Career Advisor Handbook.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Pub Date [75]

Note—103p.; Prepared by the Career Education Services Unit

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Counseling Programs, Counselor Qualifications, Counselor Role, Counselor Training, *Disadvantaged Youth, Guidance Personnel, *Guides, Occupational Information, *Paraprofessional School Personnel, School Aides, *Vocational Counseling, Vocational Education
Identifiers—California (Los Angeles)

The handbook is designed for career advisors and counselor aides in the Los Angeles City Schools Career Guidance Counselor Aide Program. The program was established to provide intensive career guidance supportive services for disadvantaged vocational students enrolled in regular district vocational programs within the framework of the district plan for vocational education. The handbook provides information on: (1) the classification of aides including job definitions, typical duties, and class and entrance qualifications; (2) the use of aides by presenting guidelines for their most effective utilization; (3) a definition of the legal responsibilities of teachers and aides within the program; and (4) program accountability and evaluation including sample program data sheets. The body of the document (77 pages) consists of 11 appendices of supplementary materials including: information on the instructional aide job description, referral agencies, rules and regulations of the Los Angeles School District, the pupils right to privacy, guidelines for administering individual tests; a three-page annotated bibliography; a self-evaluation questionnaire for paraprofessionals; and a class description for career advisors. (Author/BP)

ED 120 419

CE 006 655

Dickinson, Gary

Education and Training of British Columbia's Adult Population: Extracts from 1971 Census Reports.

Pacific Association for Continuing Education, Burnaby (British Columbia).

Pub Date Nov 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Educators, *Adults, Age, *Census Figures, Demography, *Educational Background, Ethnic Distribution, *Foreign Countries, Geographic Distribution, Tables (Data), *Vocational Education
Identifiers—*British Columbia

The report, consisting of tabular compilations and interpretations of adult data from the 1971 Canadian Census, is presented for the interest and use of adult educators. The data, based on a one-third sample of the total population, pertains to the educational and training levels of British Columbia's adult population. The census showed that 7.5% of the adult population had less than a fifth grade education. Levels of schooling tended to be higher in urban than in rural areas; 35.7% of rural adults compared to 27.4% of urban adults had less than a ninth grade level education. A wide range of schooling was indicated for the members of 11 ethnic groups. A total of 260,275 persons or 16.5% of persons aged 15 and over had completed a vocational course, which represented a higher rate of training than in any other Canadian province. The largest number of adults had completed courses in fields classified as office and secretarial; manufacturing, assembling, and repairing; health; and service. The highest rate of vocational course completion was in the 25-34 age group and for those who had attended grade 13. (EA)

ED 120 420

CE 006 656

Griswold, Kenneth W.

Self-Development and Career Exploration. For Individuals Who Are in the Process of Making Decisions Concerning Themselves and Their Futures.

Pub Date 74

Note—89p.

Available from—Kenneth Griswold, P. O. Box 4243, Rockford, Illinois 61110 (\$4.50; 10-49 copies, \$3.50 each; 50 or more copies, \$3.00 each)

Document Not Available from EDRS

Descriptors—Adult Development, Career Change, *Career Choice, Career Exploration, *Career Planning, Decision Making, Decision Making Skills, Employment Trends, Goal Orientation, *Guides, Individual Development, Information Sources, Occupational Information, *Self Evaluation, Study Guides, *Vocational Development, Writing Exercises

The book was written to help individual adults accomplish four objectives: (1) to increase self-awareness by developing a personal philosophy, (2) to understand the psychology of career choice, (3) to gain occupational self-understanding, and (4) to formulate a personal plan for self-development. Exercises in introspection and projection into the future are followed by information on standardized testing instruments and on the various social and psychological factors of career choice. An analysis of career decision making is provided, some basic personal considerations in career selection are offered, and the principles of career choice are discussed. A personal assessment is required at the midway point of the book, followed by chapters which provide a job trend analysis, a listing of occupational information sources, and a systematic outline enabling individuals to analyze an occupation objectively. One of the final chapters is devoted to a self-analysis designed to discover the individual's present suitability for his career choice; the following chapter discusses places and methods for obtaining the education or training needed to implement the individual's development plan. The final chapter encourages the individual to proceed toward his defined goals. A general bibliography and sources of career information conclude the book. (AJ)

ED 120 421 CE 006 657

Trademan 3 and 2: Naval Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10376-D

Pub Date 75

Note—740p.

EDRS Price MF-\$1.33 HC-\$39.51 Plus Postage

Descriptors—Aerospace Education, Audiovisual Aids, *Autoinstructional Aids, *Aviation Technology, Communications, Course Content, *Electromechanical Technology, Electronic Equipment, Equipment Maintenance, Equipment Utilization, Flight Training, Individualized Instruction, Instructional Materials, Job Training, *Manuals, *Military Training, Navigation, Simulators, Technical Education, Training Techniques

Identifiers—Navy, Trademen

The rate training manual is designed as a self-study text for Navy and Naval Reserve personnel preparing for advancement to Petty Officer Third Class (TD 3) to Second Class (TD 2) in the rating of Trademan. Chapter 1 provides information on the enlisted rating structure, the TD rating, requirements and procedures for advancement, study references related to TD duties, and information on the use of rate training manuals. Chapters 2-19 cover the following technical aspects of the TD rating: elementary physics, techniques of training and instruction, instrument flight, aerodynamics, charts and navigation, air traffic control and voice communications, instructing with simulators, training aids, projection equipment, physiological training, ships systems training devices, electronic warfare, administration and logistics, electrical components and devices, computer fundamentals, maintenance, accident prevention, and security. Numerous illustrations, diagrams, and charts are incorporated throughout. Qualifications for advancement are listed as they relate to TD level and corresponding chapters in the manual. The associated nonresident career course (115 pages), consisting of a set of assignments and self-scoring answer sheets for TD 3 and 2, is included. (Author/BP)

ED 120 422 CE 006 658

Administration by Competency: Final Report.

Illinois State Univ., Normal. Dept. of Educational Administration.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date Jun 74

Note—149p.; Final report of ED 090 806

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Administrator Background, *Administrator Education, Career Education, Educational Administration, Educational Objectives, Educational Programs, Graduate Study, Higher Education, Individualized Programs, *Instructional Materials, Instructional Programs, Internship Programs, *Performance Based Education, Personnel Management, *Program Descriptions, Program Planning, Public Relations, Vocational Counseling, Vocational Directors, *Vocational Education

Identifiers—ABC, *Administration By Competency, Learning Activity Packages

The report describes a model competency-based, graduate level, administrator education project designed to produce career education leaders at all educational levels whose expertise is based on competencies earned rather than on hours spent in a classroom. The first chapter of the report identifies four means of securing competency (prior experience, internships, individualized study, and complementary learning experiences) and five competency areas (general administration, program planning, personnel, public relations, and student services). In addition, it discusses the instructional packages developed for each competency. Chapter 2 presents biographical information on the 17 program participants and the various staff members who took part in the project. Chapter 3 discusses objectives, the internship in educational administration, and the independent study and individualized instruction options. Project conclusions are discussed in Chapter 4. Nearly two-thirds of the document consists of instructional materials utilized in the program: Ramp Anderson items outlining areas covered in the instructional packages (general administrative, program planning, personnel, public relations, and student services) and sample Administration by Competency (ABC) instructional packages covering these competency areas. Also appended are an intern log form, internship checklist, and other program-related materials. (JR)

ED 120 423 CE 006 660

Pettigrew, Nancy J. Boyd, Virlyn A.

Career Orientations of Female Students Enrolling in Agricultural Curricula at Clemson University.

Pub Date 76

Note—12p.; Paper presented to the Southern Association of Agricultural Scientists, Rural Sociology Section (Mobile, Alabama, February 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agriculture, *College Majors, *Comparative Analysis, *Females, Home Economics, *Personal Values, Speeches, Statistical Analysis, Student Attitudes, Tables (Data), *Work Attitudes

Identifiers—South Carolina, *Winthrop College

The study determined the occupational values of 166 female home economics freshmen and 33 female agricultural freshmen at Winthrop College by asking the question: "In picking the job you would most like to have, how important are the following things about the job?" The freshmen rated by importance seven items: (1) high salary, (2) steady employment, (3) independence, (4) presents a challenge, (5) prestige, (6) control (power and authority) over others, and (7) advancement. The results are summarized in seven tables. The findings would tend to indicate that differences between the responses of the home economics majors and those of the agricultural majors were not as pronounced as was anticipated. Of the seven values, the only statistically significant difference was home economics majors tended to rate steady employment and prestige more important than agricultural majors. After finding few differences in the expressed job-related values by major curriculum, the data were analyzed for differences associated with the race of the students. Significant differences were found between white and black females majoring in home economics in their valuations of salary, steady employment, control over others, chance for advancement, and independence; blacks found them important more often than whites. (BP)

ED 120 424 CE 006 662

Walther, Regis H.

An Education Model for Manpower Programs: A Manual of Recommended Practices.

George Washington Univ., Washington, D.C. Manpower Research Projects.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-42-11-72-06-1

Pub Date Feb 75

Note—124p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (No price given)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Basic Education, *Disadvantaged Youth, *Dropout Teaching, Educational Diagnosis, Educational Principles, Educational Programs, General Education, Guidelines, *Manpower Development, Mathematics, Models, Program Design, Program Planning, Reading Difficulty, Reading Processes, Remedial Instruction, *Remedial Reading, Remedial Reading Programs, *Teaching Methods

Identifiers—Manpower Programs

The manual is designed to provide guidelines for developing basic educational components in manpower programs for youth from poverty backgrounds who dropped out of school before graduating from high school and whose educational deficiencies reduce their employability or their ability to profit from training programs. It discusses relevant theoretical principles, reviews the significant approaches to the problem, and outlines the elements of an education component for manpower programs which reflects the current state of the art. Chapters cover the following topics: goals of an education component, the reading process, reading problems, proposed remedial strategies, the mathematics unit, the advanced general education unit, principles and application, diagnosing and testing, and program design. Three brief appendixes provide background information; a list of supplementary materials related to reading, language skill, and mathematics; and a bibliography. (Author/JR)

ED 120 425 CE 006 663

Nicholson, Walter Corson, Walter

A Longitudinal Study of Unemployment Insurance Exhaustees: Final Report on Waves 1 and 2.

Mathematica, Princeton, N.J.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-11-34-74-01-3

Pub Date Jan 76

Note—229p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (No price given)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Family (Sociological Unit), *Family Income, Family Resources, *Federal Programs, Field Interviews, Government Role, Insurance Programs, *Longitudinal Studies, Participant Characteristics, Research Methodology, Surveys, Tables (Data), *Unemployed, Unemployment, *Unemployment Insurance, Wages

Identifiers—*Unemployment Insurance Exhaustees

The study reports the results of a two-wave longitudinal interview of over 2,000 individuals who exhausted their unemployment insurance (UI) benefits in October 1974. The interviews were conducted at the time of exhaustion and four months later in Atlanta, Baltimore, Chicago, and Seattle. UI exhaustees are a relatively representative cross-section of unemployed individuals, although older individuals and white women are disproportionately represented. The study determined that: (1) extending benefits keeps many individuals above the poverty line, but extended benefits also provide income to some families who already have relatively high incomes; (2) consideration of income and payroll taxes does affect the replacement ratio (the ratio of UI benefits to earnings on the pre-UI job); (3) substantial numbers of exhaustees became reemployed within four months after exhaustion of benefits; (4) exhaustion of UI benefits led to a substantial loss in income for many families which could only be compensated for by reducing expenditures on food, clothing, recreation, and entertainment; and (5) few exhaustees received benefits from other types of transfer programs with the exception of the Food Stamp Program. Three appendixes consider the statistical methodology, sample selection and field procedures, and research related to unemployment insurance duration policy issues and the exhaustion of benefits. (JR)

ED 120 426 CE 006 664
Principles of Pesticide Use, Handling, and Application: Instructional Modules for Vocational Agriculture Education. Teacher Manual.

Ellis Associates, Inc., College Park, Md.
Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs.

Pub Date Jan 76

Note—329p.; Some of the reproductions of pesticide labels will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—*Agricultural Chemical Occupations, *Agricultural Education, Agricultural Safety, Agricultural Supplies, Behavioral Objectives, Certification, Course Content, *Curriculum Guides, Disease Control, Federal Legislation, *Instructional Materials, Job Training, Learning Activities, *Pesticides, Unit Plan, *Vocational Agriculture

The training package is designed to present the basic principles of pesticide use, handling, and application. Included in this package is information on Federal laws and regulations, personal safety, environmental implications, storage and disposal considerations, proper application procedures, and fundamentals of pest management. Successful completion of these training modules will equip the student with the basic requirements for private applicator pesticide certification as identified by Federal laws. The 11 training modules cover the following areas: an introduction; pests; environmental protection; pesticides; labels and labeling; personal safety and first aid; safety before, during, and following application; formulation and application; equipment and its use; disposal and storage; and recordkeeping and liability. Each unit is planned for one or more lesson or class period and includes behavioral objectives, suggested activities for teacher and student, information sheets, assignments sheets, visual aids, tests and test answers. (Author/BP)

ED 120 427 95 CE 006 665

Briggs, Lloyd D.
Career Education in Programs for Teacher Education: Summary of National Career Education Workshop Proceedings 1975.

Oklahoma State Univ., Stillwater.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—24p.; For the complete textual coverage of the proceedings, see ED 117 506

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Education, Career Awareness, *Career Education, College Deans, *Conference Reports, Counselor Educators, Counselor Training, Elementary Secondary Education, Home Economics Education, Industrial Arts, *National Programs, *Teacher Education, Teacher Educators, Vocational Education, *Workshops

Identifiers—*National Career Education Workshops

The summary of the proceedings of the National Career Education Workshops conducted by Oklahoma State University in 1975 includes an agenda of the Salt Lake City Workshop and summaries of small group sessions. The major purposes of the career education workshops was to help teacher educators develop a greater awareness of the career education concept and ways to infuse it into teacher education programs. Small group session summaries represent College of Education deans; educational administrators; counselor educators; and vocational, elementary, industrial arts, home economics, and secondary teacher educators. (EA)

ED 120 428 CE 006 667

Hendrix, William H. Ward, Joe H., Jr.
Preferred Job Assignment Effect on Job Satisfaction.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-77

Pub Date Dec 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Data Analysis, Enlisted Personnel, *Job Placement, *Job Satisfaction, Manpower Utilization, *Military Personnel, Motivation,

Multiple Regression Analysis, Research Methodology, Tables (Data), *Talent Utilization, Vocational Interests

Identifiers—Air Force

Approximately 19,156 first term airmen (4,156 females and 15,000 males) were subjects of an Air Force study to determine if indicating three Air Force specialty (AFS) preferences, and subsequently being assigned to one of the job preferences selected, made any difference in job satisfaction. Three factors were analyzed: (1) reenlistment intent, (2) job interest, (3) felt utilization of talents and training. Each analysis was formulated within the general multiple linear regression approach and a series of five tables present analysis methods and data. Findings indicate that the job preference indication process had no effect on reenlistment intent while job interest and felt utilization of talents and training increased only when the first stated job preference was assigned. Recommendations state that should the job preference procedure be included in the newly developed automated post-enlistment classification system, it should be voluntary, with recruits given the option of stating only one or two preferences. Regression variables are listed in the appendix. (LH)

ED 120 429 CE 006 668

Reich, Carol
A Study of Interest in Part-Time Employment Among Non-Teaching Employees of the Board.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Blue Collar Occupations, Employees, Females, *Interests, Males, *Non-professional Personnel, *Part Time Jobs, Questionnaires, *School Districts, School Personnel, *Surveys, White Collar Occupations

Identifiers—Ontario (Toronto)

A one-third random sample survey of 1,128 nonteaching, full-time employees (clerical, trades, technical, professional, managerial, and instructional support categories) of the Toronto Metropolitan Board of Education was conducted to determine their degree of interest in part-time work. The analysis, based on questionnaire responses of 458 current employees, indicated that the level of interest in part-time work at any one time is relatively low, about 12% evenly split among males and females. However, 33% of the employees reported an interest in part-time work at some point in their lives, with interest over the total working life being higher among women than men. Most employees with an interest in part-time work preferred such a schedule for a relatively brief period of their lives, from one to five years. Reasons for a preference of part-time employment included: other interests, further education, child care, and other family responsibilities. A second questionnaire was mailed to 203 married women who had left Board employment between 1972 and 1975. The 102 responding employees showed a higher degree of interest in part-time work, with 37% presently preferring part-time employment and 69% preferring future part-time work. Questionnaires are appended. (EA)

ED 120 430 CE 006 669

Sands, Jack M.
Crime Solving Techniques: Training Bulletin.
National Park Service (Dept. of Interior), Washington, D.C.

Pub Date [75]

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Convergent Thinking, Creative Thinking, *Criminology, Deductive Methods, Group Structure, Inductive Methods, Instructional Materials, Investigations, Job Training, Logic, Logical Thinking, *Manuals, Mathematical Logic, *Police, Police Action, *Problem Solving, Psychology, *Training

The document is a training bulletin for criminal investigators, explaining the use of probability, logic, lateral thinking, group problem solving, and psychological profiles as methods of solving crimes. One chapter of several pages is devoted to each of the five methods. The use of each method is explained; problems are presented for the user to solve; and applications of the method in actual criminal investigations are described.

The training bulletin is illustrated by charts, diagrams, and cartoons. (AJ)

ED 120 431 CE 006 673

Machinist's Mate J 1 and C: Aviation.
Naval Training Publications Center, Memphis, Tenn.

Report No.—NAVTRA-10343-C

Pub Date 72

Note—199p.; Photographs will reproduce poorly

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Aviation Mechanics, *Aviation Technology, Course Content, Engines, Equipment Maintenance, Instructional Materials, Job Training, *Machinists, *Manuals, Mechanics (Process), *Military Training, Technical Education

Identifiers—*Jet Aircraft, Navy

The rate training manual is one of a series of training manuals prepared for enlisted personnel of the Navy and Naval Reserve studying for advancement from the Aviation Machinist's Mate ADJ2 rating to ADJ1 to ADJC. Aviation Machinist's Mates J maintain aircraft jet engines and their related systems. Chapter 1 discusses the enlisted rating structure, the ADJ rating, and information which would be helpful in preparing for advancement. Chapters 2-10 cover the following topics: aviation supply, work center supervision and administration, Jetcal analyzer, fuel system maintenance, turbojet powerplant troubleshooting, turbojet powerplant removal and installation, turbojet powerplant hot section repair, turboshaft-powered helicopter maintenance, and turbojet powerplants/propellers. Numerous illustrations, diagrams, and charts are interspersed throughout the document. A subject index is included. (Author/BP)

ED 120 432 CE 006 675

Ohliger, John Fewster, Lowell
The Wisconsin Idea: Some Reflections on Historical Context and Issues.

Wisconsin Univ., Madison. Center for Community Leadership Development.

Pub Date 24 Nov 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agricultural Education, *Educational History, Institutional Role, *Land Grant Universities, *Political Influences, Role Perception, *Rural Extension, *Vocational Education

The authors examine the historical context and current implications of four questions: (1) What is the relationship of land grant universities to agrarian discontent? (2) What was the Wisconsin Idea? (3) What is "public service"? and (4) What views of knowledge predominated in the early days? The land grant university was central as a cause/effect in two shifts which changed the dynamics of agrarian discontent of the post-Civil War to the 20th century period—the shift from political action to attention to specialized crop development and the shift from an "agrarian" world view to an "agricultural" one. Although there is disagreement on the Wisconsin Idea, a number of sources characterize it as a political rather than a service program. Questions are raised concerning the current connection between university extension and political leaders. Concerns are expressed regarding commitment of land grant institutions to service, who and what constitutes "public" and "service", and the public relations dimension. Today people are beginning to question past and prevailing views of knowledge as virtue, and knowledge as scientific-technical expertise flowing from the university to the people. (EA)

ED 120 433 CE 006 676

Mills, Edgar W. Hesser, Garry W.
Continuing Education and Occupational Stress Among Protestant Clergy.

National Council of Churches of Christ, New York, N.Y. Dept. of Ministry; Society for the Advancement of Continuing Education for Ministry, Richmond, Va.

Pub Date May 72

Note—57p.; Not available in hard copy due to marginal reproducibility; For related documents, see CE 006 649-650

Available from—SACEM, 3401 Brook Road, Richmond, Virginia 23227 (Single copy, \$1.75; in quantity, \$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Adult Students, Background, Caucasians, *Clergymen, Educational Needs, *National Surveys, Participant Characteristics, *Professional Continuing Education, *Protestants, Questionnaires, Stress Variables, Tables (Data), *Vocational Adjustment

Identifiers—*Occupational Stress

A national study of 4,984 clergymen in 21 predominantly white Protestant denominations concerning occupational stress and continuing education involvement was conducted by the Ministry Studies Board of the National Council of Churches. The questionnaire, which was mailed to 7,990 clergymen and returned by 62%, consisted of seven sections: professional background and experience, employment information, family situation, financial information, clergymen's preferences and opinions, continuing education, and career stress points. Continuing professional education questions were related to current and recent participation, felt needs, resources available, and obstacles. The study indicated that seminars dealing with theological, Biblical, and ethical material (25%) or professional skill development (27%) were the most frequent form of continuing education. Approximately one-third of the clergymen recorded no organized continuing education activity. More than half (52%) indicated a high need for "study to relate the Christian faith to our rapidly changing society." Time pressure (68%) and inadequate financial support (47%) were reported as the chief obstacles. Status inconsistency, relative deprivation, and career stress appeared to influence ministers toward greater continuing education need, with high stress being the most powerful influence. The authors have recommended further research to determine the linkage between felt need and actual participation. (EA)

ED 120 434 CE 006 683
Career Education: A Differentiated Approach to Improvement of Instruction.

Delaware State Dept. of Public Instruction, Dover.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Education, Career Exploration, *Curriculum Design, Educational Objectives, Individualized Instruction, Individualized Programs, Instructional Design, Occupational Clusters, *Program Design, *Program Development, Program Planning, Teaching Methods

The publication is intended to convey a perspective on career education, emphasizing recognized instructional organization, processes and procedures, and concerns. The first chapter discusses the career education concept generally, as an instrument for curricular analysis and as a bridge between the classroom and the community. The second chapter presents a philosophical framework and a curricular design for success oriented learning, and the third chapter delineates the goals and objectives, characteristics, and problems and concerns related to individualization of instruction. Organizing for successful instruction is the topic of the fourth chapter, which presents overviews of team teaching, large and small group instruction, independent study, flexible scheduling, and evaluation. Chapter 5 provides a curricular framework for the career development sequence of career education (focusing on career exploration), in which subject areas are coordinated through the occupational cluster concept and goals are structured by reference to eight skills categories. Chapter 5 also summarizes four phases of the career development sequence: career awareness, career orientation, career exploration, and early career preparation. Chapter 6 provides a management design for the systematic development and implementation of the career exploration phase; steps are outlined for system planning and management, design analysis and development, and implementation and assessment. (Author/AJ)

ED 120 435 95 CE 006 685
Planning For New Designs For Business and Office Education: K-14, Appendix A.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Contract—OEC-0-73-5230

Note—29p.; Page 19 is not reproducible; For related documents, see ED 112 076-081 and CE 006 685-688

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Business Education, Career Education, Clerical Workers, Curriculum, *Curriculum Development, Curriculum Research, *Educational Planning, Elementary Secondary Education, Job Market, Labor Force, Manpower Needs, *Office Occupations, Office Occupations Education, Office Practice, Offices (Facilities), Post Secondary Education, Technological Advancement

Identifiers—BO CEC, *Business and Office Career Education Curriculum

The document examines changes affecting business and office occupations and identifies curriculum adjustments which those changes necessitate. Section 1 examines the employment outlook for business and office workers and the changing composition of the business labor force. Section 2 examines the factors affecting business and office occupations, the function of the office as an information processing system, and the changes occurring in the operation of offices. Section 3 considers business and office education: the changing role of business and office education, changing attitudes and aspirations of business education students, and the need for a viable business and office career education curriculum. Section 4 explains the Business and Office Career Education Curriculum (BO-CEC) project, explains strategies for developing curriculum guides, and describes the proposed national business and office education support center. A brief bibliography and names and addresses of members of the Committee for the Future of Business Education are also included. (Author/JR)

ED 120 436 95 CE 006 686

BO-CEC National Advisory Committee Meetings and Conference: January 21, 1974; January 13, 1975; July 15, 1975; Appendix B.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Jul 75

Note—140p.; For related documents, see ED 112 076-081, CE 006 685-688

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Advisory Committees, *Business Education, Career Education, *Conference Reports, Educational Programs, Elementary Secondary Education, Evaluation, Instructional Materials, Letters (Correspondence), *Meetings, Office Occupations, Post Secondary Education, Questionnaires, School Industry Relationship, *Speeches, Teacher Education, Testing

Identifiers—BO CEC, *Business and Office Career Education Curriculum

Appendix B to the final report of the Business and Office Career Education Curriculum (BO-CEC) project contains three sections. Sections 1 and 2 briefly present the agenda, the participants, and the reports of the BO-CEC National Advisory Committee Meetings of January 1974 and January 1975. Section 3 concerns the July 1975 dissemination conference of BO-CEC, listing participants and publishing the conference's speeches: "Business Ownership Career Education Project," O. J. Burnside, Jr.; "Results of the BOCEC Project With 9th Graders at Northern High School," Ingrid Doms; "Pre-service and In-service Teacher Education for Career Education," Carmela C. Kingston; "Testing and Measuring the Results of New CE Curriculum Materials," James J. Lynn; "Remarks," James B. Mayo; "Career Education Comes to Kelly Junior High," Craig Minbiole; "Career Education in Secondary and Higher Education," Robert A. Ristau; "Industry and Career Education," Gilbert A. Stevens; and "Career Education in the Elementary School," Janet Sutherland. Section 3 also contains letters from conference participants regarding their views of the conference. A brief report on the final session as well as an evaluation questionnaire are also included. (JR)

ED 120 437 95 CE 006 687
BO-CEC Elementary Resource Guide. Appendix C.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—215p.; For related documents, see ED 112 076-081, CE 006 685-688

Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 (\$7.50)

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, Business Education, *Career Education, *Elementary Education, Language Arts, Learning Activities, Mathematics, Occupations, Office Occupations, *Resource Guides, *Resource Materials, Sciences, Social Studies, Textbooks, Vocational Development

The purpose of the guide is to show how activities in textbook series commonly used in the elementary school can be expanded to include career development concepts. For subject matter areas (language arts, mathematics, science, and social studies), individual units, grouped by grade level, provide the educational focus, career development concepts, discussion questions, and suggested activities. In addition, for those teachers who wish to use occupations as a starting point to teach career development concepts, a special section has been included which shows how current elementary level textbooks can be used for that purpose in the area of business and office occupations. Also included are a list of commonly accepted career development concepts and a 22-page annotated bibliography. (Author/JR)

ED 120 438 CE 006 688

Dissemination Proposal. Appendix G. [ACE Career Education Project].

Colorado State Univ., Ft. Collins. Coll. of Professional Studies.

Pub Date [75]

Note—153p.; For related documents, see ED 112 076-081 and CE 006 685-688; Portions of illustrative and appended material will not reproduce well in microfiche

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Career Education, *Demonstration Projects, Educational Programs, *Information Dissemination, Personnel Data, *Pilot Projects, Program Descriptions, Program Evaluation, *Program Proposals

Identifiers—*Academic Enhancement through Career Education, LEA, Local Education Agencies

The proposal describes a demonstration career education project designed to promote career education philosophy, methods, program activities, and evaluation procedures in designated local education agencies (LEAs). The project's title is Academic Enhancement Through Career Education (ACE). The proposal's first section contains the proposal itself and discusses its purpose, objective, scope, capabilities, and terms employed. Section two describes the operational plan with respect to the central coordination center, the LEA satellite centers, and the schedule of events. The third section examines the evaluation procedures for the project and discusses its exemplary nature. One-half of the document c funded projects completed by applicant, local education agency contributions, models for infusing career education in social studies and in mathematics, sample ACE unit, and support statement from the University-wide Career Education Committee of Colorado State University. (Author/JR)

ED 120 439 CE 006 689

Ship's Serviceman 3 and 2. Rate Training Manual.

Naval Personnel Program Support Activity, Washington, D.C.

Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-10286-F

Pub Date 70

Note—189p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Course Content, Delivery Systems, Equipment Utilization, Expenditures, Facility Inventory, Instructional Materials, Job Training, *Manuals, *Marketing, *Merchandising, *Military Training, Operating Expenses, Quality Control, Retailing, *Supplies

Identifiers—Navy, *Ship's Servicemen

The training course has been prepared for personnel of the Navy and Navy Reserve studying for advancement to the rates of Ship's Serviceman third or second class. The Ship's Serviceman 3 specializes as a clerk, barber, cobbler,

tailor, or laundryman. Ship's Serviceman 2 exercises administrative and management control over resale and service activities. The majority of billets of the type are aboard ship, so afloat procedures are of main concern. Chapter 1 discusses the Ship's Serviceman rating and how to qualify and prepare for advancement. Chapters 2-11 cover: the supply department; administration; appropriations and funds; procurement; inventory and stock control; receipt, custody, and storage; expenditures; resale activities; returns; and service activities. The document concludes with two appendices: (1) a list of items that may be procured for stock, for resale, or use in the ship's store, and (2) a subject index. (Author/BP)

ED 120 440 CE 006 690
Introduction to Personnel Management: Participants' Manual.

Civil Service Commission, Denver, Colo. Regional Training Center.

Note—131p.; Available in microfiche only because original document is printed on highly colored paper, not suitable for reproduction; Some pages are marred by broken type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Employment Practices, Federal Government, *Government Employees, Grievance Procedures, *Instructional Materials, Job Analysis, Job Placement, Labor Problems, Laws, *Management Education, Manuals, *Personnel Management, *Personnel Policy, Promotion (Occupational), Training, Vocational Development

This manual for the introductory Federal personnel management course covers: major personnel laws and sources of information; position classification (standards and task analysis); staffing and placement (competitive appointments, temporary appointments/promotions, recruitment, and noncompetitive actions); merit promotion; qualification standards; special employment programs; discipline; adverse actions (checklists and appeal system); grievances and other appeal systems; labor relations; training and career development; behavioral science and personnel management; and employee rights, obligations, and benefits. A variety of case problems are included throughout the manual. (EA)

ED 120 441 95 CE 006 691

Sjogren, Douglas Jacobson, Larry.
Effective ABE Programming: Nine Case Studies. Colorado State Univ., Ft. Collins.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—V0063VA

Pub Date Jan 76

Grant—OEG-0-74-1817

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Adult Basic Education, Adult Education Programs, *Adult Programs, Demonstration Programs, Disadvantaged Groups, Ethnic Groups, *Industry, *Manpower Development, Models, Program Descriptions, *State Programs

Identifiers—Region 8

The document presents an indepth study of nine selected exemplary adult basic education (ABE) programs in Region 8: Volunteers Clearing House, Fort Collins, Colorado; Utah Navajo Development Council, Blanding, Utah; Adult Education Tutorial Program, Denver, Colorado; Project SAVE, Lemmon, South Dakota; Gates Rubber Company, Denver, Colorado; Clearfield Job Corps Center, Clearfield, Utah; Jobs for Progress, Colorado Springs, Colorado; Opportunities Industrialization Center, Denver, Colorado; and Concentrated Employment Program, Butte, Montana. The programs are representative of cooperative industry and State-administered adult education programs and industry-sponsored and labor-sponsored ABE programs. Two or three day site visits were made to each program, and observational scales and interview schedules were used for collecting program information. Descriptive reports provide information on history, facilities, administration and staff, program, recruitment, students, and evaluation. A concluding interpretative summary suggests no one successful way to work with adults in an educational process; however, themes common to several of the programs are job preparation, GED preparation, and programs oriented to student participation in society

and culture, with individualization of instruction a feature common to all programs. Generally, the students represented disadvantaged groups and ethnic minorities. The program observational scale and interview forms are included in the appendix. (EA)

ED 120 442 CE 006 692

M.U.S.I.C. (Music—Utilizing Students Investigating Careers). Final Report.

Beaverton School District 48, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date 30 Jun 74

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Awareness, Career Education, Classroom Materials, *Curriculum Development, Junior High Schools, Learning Activities, *Music Education, *Occupational Information, Program Descriptions, Secondary Education, Teacher Developed Materials, *Teaching Guides

Identifiers—Cedar Park Oregon Intermediate School, Oregon (Beaverton)

The final report of the program M.U.S.I.C. (Music—Utilizing Students Investigating Careers) and the music career guide which resulted are presented. The program supplied information regarding careers in and related to music to groups ranging in size from 25 to 100 students, grades 7-9, involved in band and orchestra programs at Cedar Park Intermediate School, Beaverton, Oregon. The final report briefly (three pages) outlines the project's background, outcome, evaluation procedures, conclusions, and recommendations. It was felt that the program was successful, although it only scratched the surface of an untouched, but vital, area of education. The Music Career Guide was developed by the program director to aid others in teaching about musical careers, and takes up the bulk of the document. Sections include: Ways to Explore, examining a variety of learning activities; Why Categories, examining occupations related to performance, music and the media, and nonperformance; bibliography, listing various books, pamphlets, and brochures; listing of four video tape presentations developed by the program; and listing of music and music-related occupations from the Dictionary of Occupational Titles. (LH)

ED 120 443 CE 006 693

Kohen, Andrew I. Barker, Susan C.

The Antecedents and Consequences of Interruptions in Formal Schooling: A Review of the Literature.

Ohio State Univ., Columbus. Center for Human Resource Research.

Pub Date Feb 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Aspiration, *Adult Students, Dropout Programs, *Dropout Research, *Dropouts, Educational Benefits, Educational Status Comparison, Elementary Secondary Education, Higher Education, *Literature Reviews, Relevance (Education)

The document presents a literature review, providing a summary of existing research findings relevant to all types of schooling interruptions. The section on the noncollege interruptee examines primary and secondary schooling: the types of programs available, characteristics of returnees, probabilities of program completion, and effect of interruption on educational and occupational aspirations. Most research implies significant economic and psychological gain to those who do return and complete high school. The college interruptee section examines institutional criteria for readmission of temporary dropouts, interruptions for military service, and women returnees, with research predominantly concerned with their academic success after readmission. Concluding comments state two general weaknesses in the literature: (1) lack of research regarding the manifestations of the purported advantages and disadvantages in the world of work for the returnee as compared to those who have had uninterrupted schooling, and for the returnee who drops out before graduating as compared to the dropout who does not return; (2) methodology. A reference list, 17 pages, is included. (LH)

ED 120 444

95

CE 006 695

Vizenor, Gerald

Opportunities Unlimited: Minnesota Indians Adult Basic Education; Narrative and Statistical Evaluation Third Year 1971-72, with a Review of the First and Second Years.

Minnesota State Dept. of Education, St. Paul. Indian Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Students, *American Indians, Driver Education, High School Equivalency Programs, *Reservations (Indian) Identifiers—*Minnesota

Opportunities Unlimited is a State-wide program to provide adult basic education (ABE) and training for Indians on Minnesota reservations and in Indian communities. An administrative center in Bemidji serves communities on the Red Lake, White Earth, and Leech Lake Reservations, and a Duluth center provides ABE and training for communities on the Grand Portage, Nett Lake, Fond du Lac, and Mille Lacs Reservations. The program is directed toward providing basic skills, communication skills and information for effective functioning in society, individualized instruction based on immediate need, and increased employment potential. Community instructional aides were responsible for the initial community contacts and organization of the classes. The most frequently requested courses were driver education and ABE in preparation for the high school equivalency test. During the three-year program, 375 adults passed the high school equivalency test, and 745 adults passed their driver's test. Three hundred people were unemployed before taking the high school equivalency test compared to 26 unemployed after passing the test. Courses in Anishinabe (Chippewa and Ojibway languages) were not generally successful due to a lack of experienced instructors and materials. Child care and transportation arrangements were often necessary for student participation. (EA)

ED 120 445

CE 006 697

Ziegler, Jerome M.

Continuing Education—Lifelong Learning.

Pub Date 22 Oct 75

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Education Programs, *Continuous Learning, *Educational Problems, Enrollment, University Extension

Identifiers—*Pennsylvania

The document presents a discussion of continuing education in Pennsylvania in relation to the state of the art nationwide. At the national level, adult education participants (15,734,000) was double the number of college students during 1971-72. Continuing education is defined for Pennsylvania as "a course/activity which is considered to be outside the regular administrative structure and schedule." The 102 institutions reporting offerings in adult/continuing education courses involve: (1) 11,428 full-or part-time faculty in 1,008 locations, (2) 10,709 distinct offerings with 18,391 sections, and (3) 447,214 total registrations. Problems in the implementation of continuing education are listed, and recommendations for the establishment of a task force for the purpose of studying the issues are presented. (Author/EC)

ED 120 446

CE 006 700

Personnel Management.

Naval Personnel Program Support Activity, Washington, D. C.

Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-10848-E

Pub Date 71

Note—420p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0500-236-0110)

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors—Administrative Policy, Administrator Responsibility, Enlisted Personnel, Evaluation Criteria, Federal Legislation, *Manpower Development, Manpower Utilization, Manuals,

*Military Personnel, Military Training, *Occupational Information, Officer Personnel, *Personnel Management, Personnel Selection Identifiers—*Navy

The document serves as a basic text for the indoctrination of all naval officers and as an introductory text for the officer who specializes in personnel administration or manpower management. Chapter 1 contains an introductory summary of the various functions of naval personnel administration and manpower management and describes the processes of personnel research. Chapter 2 introduces the basic legislation governing administration of naval personnel and traces lines of responsibility for the various personnel functions through the chain of command. The occupational structure and classification systems and procedures for the officer, enlisted, and civilian personnel are discussed in Chapters 3, 4, and 5 respectively. Provisions for modifying the occupational structure in response to technical developments and other changes are also discussed. Separate chapters are devoted to manpower requirements, manpower information systems, personnel records, recruitment, and education and training. Chapter 11 discusses officer performance and evaluation and provides detailed coverage of the preparation and use of officer fitness reports. Chapters 12 and 13 discuss enlisted and civilian performance, evaluation, and discipline. Chapters 14, 15, and 16 discuss the Navy's religious program; personal affairs and morale; and separation, discharge, and retirement. The Navy rating insignia and subject index are included. (Author/EC)

ED 120 447 CE 006 701
Universal Tool Grinder Operator Instructor's Guide. Part of Single-Tool Skills Program Machine Industries Occupations.

New York State Education Dept., Albany. Div. of Curriculum Development.

Pub Date 75

Note—126p.; Photographs will reproduce poorly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adult Education, *Course Content, Course Descriptions, Educational Objectives, Industrial Training, Job Training, *Machine Tool Operators, Secondary Education, *Shop Curriculum, Student Projects, *Teaching Guides, Teaching Techniques, Trade and Industrial Education, Training Techniques, *Worksheets

Identifiers—*Universal Tool Grinder Operators

The document is an instructor's guide for a course on universal tool grinder operation. The course is designed to train people in making complicated machine setups and precision in the grinding operations and, although intended primarily for adult learners, it can be adapted for high school use. The guide is divided into three parts: (1) the introduction (four pages) presents the objectives of the course and discusses its related aspects: units of measurement, metric units, drawings and job sheets, assignment of work to students, and administration of the course; (2) the general job content section (10 pages) presents teaching points and techniques for the following areas: types of machines, machine parts, machine accessories, cutting tools, measurement and inspection, blueprint reading, speed and feeds, trade mathematics, coolants, care and maintenance, safety, trade terms, and operations; (3) the section on job sheets for shop projects (47 pages) presents separately 28 projects and 39 related shop jobs with information on the following: time required, performance objectives, operations, equipment, materials, selected references, a list of procedures and techniques, and related information. A bibliography and 12 drawings for shop projects are included. (EC)

ED 120 448 CE 006 703
Aviation Weather for Pilots and Flight Operations Personnel.

Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Weather Service.

Pub Date 75

Note—224p.; Photographic material will reproduce poorly

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 050-007-00283; \$4.55)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Aircraft Pilots, Aviation Technology, *Climatic Factors, Environmental Influences, *Flight Training, Instructional Materials, Manuals, *Meteorology, *Safety Education, Textbooks, *Thermal Environment

The revised Aviation Weather book discusses each aspect of weather as it relates to aircraft operations and flight safety. The book is not an aircraft operating manual and omits all reference to specific weather services. Much of the book has been devoted to marginal, hazardous, and violent weather. It teaches pilots to learn to appreciate good weather, to recognize and respect marginal or hazardous weather, and to avoid violent weather. The purpose of the book is to promote safety and to help the pilot to recognize potential trouble and make sound flight decisions before it is too late. The manual is presented in two parts. Part 1 explains weather facts every pilot should know covering the following topics: the earth's atmosphere; temperature; atmospheric pressure and altimetry; wind, moisture, cloud information, and precipitation; stable and unstable air; clouds; air masses and fronts; turbulence; icing; thunderstorms; and common IFR (Instrument Flight Rules) procedures. Part 2 contains topics of special interest discussing high altitude and arctic, tropical, and soaring weathers. Numerous illustrations, photographs, and diagrams are interspersed throughout. The document concludes with a glossary of weather terms and a subject index. (Author/BP)

ED 120 449 CE 006 706

File It Right and Find It!

National Association of Educational Secretaries, Arlington, Va.

Pub Date 69

Note—77p.; Reprinted 1975

Available from—National Association of Educational Secretaries, 1801 N. Moore, Arlington, Virginia 22209 (Single copy, \$2.50; 10% discount on 2-9 copies; 20% discount on 20 or more copies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Records, Attendance Records, *Filing, *Information Storage, *Recordkeeping, *School Secretaries, Student Records

A system for the effective management and filing of school records is presented. Nine basic principles underlie this system of records management and suggestions for its implementation are presented for the following areas: how to handle materials for filing, record retention schedule, and classification. An alphabetical subject classification for filing school records is suggested. The major portion of the document (50 pages) presents an alphabetical index of frequently used reference subjects and one or more recommended classification headings for filing purposes. A brief list of selected references is included. (EC)

ED 120 450 CE 006 718

A Planned Approach to Program Development. The Model Marketing Cluster Program.

Portland Public Schools, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem.

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Career Education, Cluster Grouping, Curriculum Development, Curriculum Planning, Demonstration Programs, *Educational Assessment, Evaluation Criteria, Evaluation Methods, *Marketing, Models, Program Content, *Program Descriptions, *Program Development, Program Evaluation, Program Guides, *Rating Scales, Secondary Education Identifiers—*Madison High School, Oregon (Portland)

The document offers recommendations for a planned approach to the development and appraisal of a career-oriented marketing cluster program. The suggested appraisal instrument may be used for self-evaluation or group evaluation. Information on career education in Oregon, the career cluster concept, and the model marketing program concept precedes the major section of the guide which presents each of the program components. Specific directions for program assessment in relation to each component are included. For each component there is a descriptive outline, five performance standards in the form of evaluative questions, space for writing an

assessment rating after each question, and an assessment scale for recording the component's rating. The components are: Advisory Committees, Articulation K-Adult, Career Oriented Curriculum, Career Oriented Methods, Cooperative Work Experience, Evaluation, Facilities and Materials, Long-Range Planning, Meeting Individual Needs, Program Design, School and Community Activities, Staffing, Vocational Student Organizations, Awareness K-6, Exploration, and Marketing Projects. Other sections cover utilizing the assessment results, the planned program development system, and the assessment profile. Appended are: Model Marketing Cluster Program (graphic portrayal), descriptions of some recommended allied supporting courses, codes and titles for Distributive Education instructional programs, and Marketing Cluster Assessment Worksheets. (Author/MS)

ED 120 451 CE 006 720

Wernick, Walter

Career Development through Life-Centered Education.

Pub Date 9 Mar 76

Note—9p.; Speech presented at the Comprehensive Illinois Occupational Education Demonstration Center (Joliet, Illinois, March 9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, Community Cooperation, Educational Accountability, *Educational Philosophy, *Individualism, Models, *Social Responsibility, *Social Values, Teacher Attitudes, Teacher Influence, Teacher Orientation, Teacher Responsibility

Schooling can be a terrible social disease, if it generates grasping, self-centered individuals seeking freedom from responsibility rather than life-centered human beings seeking freedom from responsibility. Career education can focus on individuals, but help them see themselves as characters in a larger play on the world's stage. Others may have developed their conceptions of career education as the speaker did, challenged from what they wished to perceive to thinking along a new line in a wider territory, because the career education movement is a process to enlarge the human experience. Schools, too, are thinking through the ideas of personal independence and communal interdependence. Career education, a reform movement, has to involve teachers; reaching for the total human community requires the help of all. Educators must perceive the school as an agent to involve the students in their futures, and ours. Career development programs require the soul-force of Buber's I-Thou relationship; without it, individualism will bring anarchy and competitive strife. Perceiving energies available for connecting and binding individuals brings a different perception of the educator's mission. Teachers must infuse their environments with life, real, credible, imaginative, and empathic, by bringing creative and original responses to the interactive situation's needs. (Author/AJ)

ED 120 452 CE 006 721

Mess Management Specialist 3 and 2. Naval Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10267

Pub Date 76

Note—342p.; A test booklet meant to accompany the text, but not reproducible in microfiche is available from Naval Education and Training Support Command, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-051-3351); Photographs will reproduce poorly

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-051-3350)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—Food Service, *Food Service Occupations, Food Service Workers, Food Standards, *Independent Study, *Instructional Materials, Job Skills, *Job Training, Manuals, *Military Personnel, Military Training, Occupational Information

Identifiers—*Mess Management Specialists, Navy

The training manual is designed as a self-study package that will enable Mess Management Specialists Third and Second Class to fulfill the requirements of their rating and qualify for future advancement. Among these requirements are the

abilities to perform the following food preparation, food service, and hotel management duties, which are in the manual: (1) operate and manage Navy dining facilities and living quarters established to subsist and accommodate Navy personnel; (2) estimate quantities and kinds of food items required; (3) stow perishable and semiperishable food items; (4) check for quantity and quality and assist medical personnel in their inspection for quality; (5) procure equipment and dinnerware; (6) prepare menus; (7) plan, prepare, and serve meals; (8) maintain food service spaces and associated equipment in a clean and sanitary condition, including storerooms and refrigerated spaces; (9) maintain records of financial transactions and submit required records; and (10) supervise personnel assigned to maintenance duties in living quarters. The text is supplemented by tables and illustrations. Appended materials include the metric system, a glossary, an index, a list of occupational standards for advancement to Mess Management Specialist Third and Second Class, and nine assignments for the independent study course. (Author/EC)

ED 120 453 CE 006 722
Creating Career Cluster Programs: A Guide for Oregon High Schools.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [75]

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Guides, *Career Education, Grade 11, Grade 12, *Occupational Clusters, *Program Development, *Program Guides, *Secondary Education, Work Experience Programs

The guide was intended to provide the information needed to implement or improve an 11th and 12th grade career education cluster program. The authors suggest that the guide will be most useful in schools where a long-range plan for career education has been prepared and adopted by the local board of education, and where it has been decided to organize the program around occupational clusters. The guide is divided into two parts and covers the phases and elements of program implementation. Part 1, six pages in length, outlines steps for implementing each of 11 program elements, such as advisory committees, personnel, and finance. Part 2 recounts the steps related to advisory committees, personnel, curriculum, work experience, facilities and equipment, youth organizations, and articulation for each of three occupational clusters. The clusters are: agriculture, accounting, clerical, construction, diversified occupations, electrical, food service, forest products, health, industrial mechanics, marketing, metals, and stenosecretarial. (AJ)

ED 120 454 CE 006 723
Industrial Arts Program Goals and Competencies.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date 74

Note—192p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Behavioral Objectives, Communications, Drafting, *Educational Objectives, *Educational Programs, Electronics, Handicrafts, *Industrial Arts, Industrial Education, Industry, *Learning Activities, Metals, Performance Criteria, Plastics, Power Mechanics, Teacher Developed Materials, Trade and Industrial Education, *Vocational Education, Woodworking

Identifiers—ALIVE Program, Allied Learning in Vocational Exploration Program, Oregon

The first section of the manual on secondary level industrial arts goal and competencies concerns the ALIVE (Allied Learning Vocational Exploration) Program, a student-managed, individualized learning program involving art, home economics, and industrial arts in a team instruction approach. It provides goals, competencies, and performance indicators for the following program areas: electricity/electronics, mechanics, graphic communications, construction/woodworking, metalworking, wood/forest products, and plastics. The manual's second section briefly discusses the program goals and performance indicators of the Albany Career Exploration/Industrial Arts Program. The third section discusses the program goals of the Mazama Exploratory Industrial Career Program and the course goals and performance indicators for the following courses: materials and processes, visual communication,

electricity/electronics, and energy conversion and power transmission. The manual's fourth section examines both the course goals and performance indicators for a wide variety of industrial arts and vocation-related activities for the seventh and eighth grade Ponderosa Industrial Career Exploration Program. Appended is a section on the Ashland Exploratory Industrial Career Program which covers program and course goals and performance indicators for the following areas: wood/wood products, drafting, graphic arts, electricity/electronics, metals/metal products, power mechanics, plastics/plastic products, and crafts. (JR)

ED 120 455 CE 006 736
Starr, Marion Magnuson, Carolyn
Missouri Career Education Training Workshop Handbook. Field Test Edition.

Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.

Pub Date 75

Note—227p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—*Career Education, *Educational Objectives, Educational Resources, Educational Strategies, Elementary Secondary Education, Evaluation Methods, *Guidelines, Learning Activities, Needs Assessment, *Program Development, Program Evaluation, *Program Planning, State Programs, Teaching Methods

Identifiers—*Missouri

Educators from throughout the State of Missouri contributed to the training workshop handbook which presents guidelines for implementing career education programs. Six sections include: (1) Missouri Career Education Today and Tomorrow, discussing current and future trends, and presenting a conceptual framework; (2) Getting Started, refers the user to the booklet "Guide for Implementing Career Education," which is not included in the document; (3) Determining Needs, explaining the needs assessment process; (4) Program Direction, discussing the development of goals and objectives, guidelines for their writing, and their inclusion in evaluation procedures; (5) From Plan to Action, examining the organization of teaching strategies for the classroom in terms of process and presenting (organized by grade levels K-12) specific learning activities and ideas related to subject matter areas; (6) Resource Utilization, presenting guidelines for selecting and utilizing human and material resources. Appendixes are organized according to related chapters and include: a glossary; needs and resource assessment formats, table of random numbers, a list of available needs assessment instruments, data sheet forms; materials discussing goals, behaviors, and behavioral objectives; sample instructional materials, teaching aids, and forms; and a list of sources of free education materials, organized by occupational area. (LH)

ED 120 456 CE 006 747
Keating, J. Michael, Jr. And Others
Grievance Mechanisms in Correctional Institutions.

Center for Correctional Justice, Washington, D.C.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Sep 75

Note—69p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00351-6; Price \$1.70)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Corrective Institutions, *Grievance Procedures, Institutionalized Persons, Management, Methods, Methods Research, *National Surveys, *Prisoners, *Program Descriptions, Questionnaires, Tables (Data)

Identifiers—*Correctional Grievance Mechanisms Based on a survey of 17 institutions in 14 States and the Federal Bureau of Prisons, the study is the first effort to date to evaluate and compare the impact of correctional grievance mechanisms. "Mechanism" is used in a generic sense throughout this study and maybe defined as any administrative process through which the complaints of inmates are expressed and resolved. Through its own earlier work in the design, implementation and evaluation of grievance mechanisms, the Center for Correctional Justice

identified three basic types of mechanisms: ombudsmen, grievance procedures, and inmate councils. At each institution, researchers interviewed administrators, staff, and inmates. They administered questionnaires to inmates, observed grievance proceedings, and where available, examined records. The result is a comprehensive guide for designing and implementing equitable grievance procedures which should aid correctional administrators in fashioning an improved grievance process. (Appended material includes: brief descriptions of the 16 mechanisms surveyed for the study; questionnaire and tabulated responses; and, a list of sample training materials and case studies available from the Center for Correctional Justice.) (Author)

ED 120 457 CE 006 750
O'Neil, Sharon Lund
Occupational Survival Skills Implications for Job Maintenance and Mobility. A Research Study Summary.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date May 76

Note—8p.; Paper presented at American Educational Research Association (San Francisco, California, April 21, 1976); For the full dissertation, see CE 006 840

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Decision Making, *Employee Attitudes, Employee Responsibility, *Employment Qualifications, Interpersonal Competence, *Job Satisfaction, *Job Skills, Occupational Information, Occupational Surveys, Participant Characteristics, Performance Criteria, Problem Solving, *State Surveys, Tables (Data), Work Attitudes

Identifiers—*Illinois

A research study summary based on a dissertation entitled "Worker Perceptions Of Skills Necessary For Survival in the World of Work" is presented. A list of 27 basic occupational survival skills was developed representing the following areas: interpersonal relations and communications; personal characteristics; decision making and problem solving; and job characteristics, health, and safety. A telephone survey instrument, utilizing these 27 basic survival skills plus job attitude and demographic questions, was pilot-tested and then used for interviewing 589 workers throughout the State of Illinois. Responses were grouped into nine occupational classifications and analyzed. The following skills appeared to be important for occupational survival regardless of occupational classification: being dependable, giving an honest day's work, knowing what is expected of you, maintaining good health, and managing time and materials efficiently. Priority differences in the types of survival skills needed in specific occupations are also examined. Most workers indicated salary, security, or work satisfaction as reasons for keeping a job. Interpersonal relations was most often cited as a job aspect that was disliked. Tables indicating response by occupational classification and by occupational survival skill are presented. (LH)

ED 120 458 CE 006 754
Palmatier, Robert A. And Others

Process and Product: A Guide for Assessment of Community Tutoring Programs. Instructional Concept Guide No. 5.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 76

Note—28p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 755-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Adult Literacy, *Adult Reading Programs, Adult Students, Community Involvement, Facility Guidelines, *Needs Assessment, Program Attitudes, Program Effectiveness, *Program Evaluation, *Program Improvement, Program Planning, Questionnaires, Tutorial Programs, *Tutoring, Tutors, Volunteers

Identifiers—*Tutor Support Library

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can

also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Five suggests concerns and procedures involved in evaluating and modifying the services of an adult literacy agency using volunteer tutors. Assessment and developmental procedures related to program purposes, organizational structure, facilities, staff, tutors, students, and the community are discussed. Included are numerous data collection forms and charts for the evaluation and summary process. (Author/MS)

ED 120 459 CE 006 755
Memory, David Palmatier, Robert A.

Consumer Credit as a Topic for Adult Literacy Training: A Functional Content Unit.
Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75
Note—43p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, Consumer Economics, Consumer Education, Consumer Protection, *Credit (Finance), *Learning Activities, Lesson Plans, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan

Identifiers—*Tutor Support Library

The functional content unit on consumer credit is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The unit, constructed to provide a basic understanding of consumer credit while improving reading ability contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references) and sample credit contract forms. (Author/MS)

ED 120 460 CE 006 756
Memory, David Lamarre, Marilyn

Health and Medical Care: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75
Note—44p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, *Health Education, Health Services, Learning Activities, Lesson Plans, *Medical Services, Preventive Medicine, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan, Welfare Problems

Identifiers—*Tutor Support Library

The functional content unit on health and medical care is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-

coping skills). The unit, which provides suggestions for studying health and medical care while improving reading ability contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references) and sample hospital record forms. (Author/MS)

ED 120 461 CE 006 757
Memory, David And Others

Helping Adult Literacy Students to Get and Keep a Job: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75
Note—37p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758

Available from—Dr. Robert Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, *Employment Interviews, Employment Opportunities, *Job Application, Learning Activities, Lesson Plans, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan, Vocational Adjustment

Identifiers—*Tutor Support Library

The functional content unit on getting and keeping a job is part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The unit, which provides information and teaching ideas to help the tutor prepare students for successful job hunting contains: an introduction, a list of critical vocabulary terms, a detailed outline of information and suggestions to assist the tutor in organizing and keeping track of topics covered, and a description of materials related to the topic. A brief discussion describes the way reading skills can be developed through the functional content. A sample lesson combines reading skills and functional skills to demonstrate how tutoring might be approached. Other instructional ideas with references to teaching and resource materials appear at the end of the unit. The guide also includes a reference list (student materials and tutor references). (Author/MS)

ED 120 462 CE 006 758
Weiner, Roberta Carter, Sylvia

Sample Instructional Units of Life-Coping Skills: A Functional Content Unit.

Georgia Univ., Athens. Regional Adult Literacy Service Unit.

Pub Date 75
Note—28p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-757

Available from—Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Literacy, *Adult Reading Programs, Alphabetizing Skills, Communication Skills, *Daily Living Skills, Directories, Job Application, Learning Activities, Lesson Plans, Money Management, *Reading Instruction, Tutorial Programs, *Tutoring, Unit Plan

Identifiers—*Tutor Support Library

The three sample mini-functional units are part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The purpose of the mini-functional units is to help the

tutor isolate one small segment of a larger life-coping situation and to teach the student to manage that part so that he can apply the acquired skill to a more complex need. Three commonplace adult situations (filling out a job application form, writing personal checks, and using the telephone directory) have been selected and brief reading lessons for low ability students have been constructed around them. Incorporated in the units are suggestions for expanding the instruction for higher ability levels. The units outline: the topic, prerequisite skills, related vocabulary words, concepts and skills to be taught, a sample lesson, learning activities, and resource materials. The units on job application and check writing also contain sample forms. (Author/MS)

ED 120 463 95 CE 006 759
Warren, Donald R. Way, Harold N.

An Exploratory Study of Programming for Occupational Education in the Pamlico Educational System: Occupational Education Research Project Final Report.

Pamlico County Schools, Bayboro, N.C.; Pamlico Technical Inst., Alliance, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73
Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Articulation (Program), College High School Cooperation, Cooperative Planning, *County School Systems, Educational Assessment, Educational Development, Evaluation Methods, Interinstitutional Cooperation, Post Secondary Education, Program Coordination, Regional Programs, Rural Schools, *Secondary Education, Shared Services, Socioeconomic Influences, *Technical Institutes, *Vocational Education

Identifiers—North Carolina (Pamlico County)

Research is presented exploring the individual programming practices at both Pamlico High School and Pamlico Technical Institute, Pamlico County, North Carolina and possible means by which the two institutions could better coordinate articulation of their occupational education program activities. The two institutions offer the only available secondary and postsecondary occupational education programs in the rural, undeveloped county. Five chapters include: (1) an introduction to study background material; (2) the theoretical orientation of the study, presenting the organization, social systems, articulation and programming concepts assessed; (3) research methodology, discussing procedures for securing objective and subjective data; (4) a summary of findings, presenting analysis under the headings of socioeconomic conditions, structure, communication, renewal process, need analysis, program design, and evaluation; (5) conclusions and recommendations, based on the findings suggesting means to better utilize facilities and articulate program activities. Further study is recommended regarding questions of the desired scope and intensity of the coordination between Pamlico High School and Pamlico Technical Institute. Appended are: an interview guide for school personnel; and listing of articulation committee participants; criterion items used; summarization of data resulting from the 55 personal interviews, and tables indicating net migration and commuting patterns for the county. (LH)

ED 120 464 CE 006 760
Jarosik, Daniel, Ed.

Statewide Hearings on Vocational Education.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Advisory Council on Vocational Education, Madison.

Pub Date Jan 75
Note—322p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—*Educational Assessment, *Educational Legislation, Educational Planning, *Program Proposals, State Departments of Education, State of the Art Reviews, State Programs, State School District Relationship, *Statewide Planning, *Vocational Education

Identifiers—Wisconsin, *Wisconsin Advisory Council on Vocational Education

The document is a compilation of the transcribed testimony of approximately 120 persons

given at five hearings on vocational education, which were conducted by the Wisconsin Advisory Council on Vocational Education throughout the State during October, 1974. The hearings were conducted in order to assess the impact of vocational education in Wisconsin and to formulate new or revised legislative proposals for vocational education on the national and State level. The testimony is presented under the five individual hearings, which were located at: (1) Chippewa Falls, (2) Oshkosh, (3) Milwaukee, (4) Lake Geneva, and (5) Lake Delton. Testimony from persons unable to attend the hearings, an alphabetical listing of hearing presenters, and a subject index are included. (LH)

ED 120 465 95 **CE 006 761**

Sub-Project 7 of Wisconsin 553, Part F, EPDA--Industry/Exchange Program: Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date [74]

Note--94p.; Page 4 of Appendix C will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors--Industrial Training, Program Evaluation, Program Planning, *Program Proposals, Questionnaires, *School Industry Relationship, State Programs, Statewide Planning, *Teacher Exchange Programs, Teacher Improvement, *Vocational Education Teachers, *Work Experience Programs

Identifiers--*Wisconsin

The final report describes a study to develop a statewide teacher/industry exchange program in Wisconsin that would provide vocational-technical instructors with occupational experience opportunities. Three plans for implementing the program were developed: (A) swapping the positions of a business or industrial person with that of a vocational teacher for a stated period of time; (B) employing the vocational teacher in industry, with the company involved supplying a part-time employee to assist in the vocational school's curriculum development; (C) employing the vocational teacher in industry for a period of time. Questionnaires were developed and sent to vocational districts and industries. None of the above plans were implemented due to lack of industry interest. Recommendations include: teacher exchange programs should be developed at the district level; plans B and C only should be used, and designated as work experience programs; work experience for vocational instructors should be provided, with possible college credit. Appended material includes the questionnaires, a listing of the 400 businesses and industries contacted, forms from a functioning work experience staff exchange program, and a program proposal for such a program. (LH)

ED 120 466 95 **CE 006 762**

Project Decision: Audiovisual-Tutorial Career Education for the High School Student. Final Report.

Waukesha County Technical Inst., Waukesha, Wis.

Spons Agency--Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 73

Note--28p.; Some parts may not reproduce clearly due to quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors--Audiovisual Aids, Audiovisual Instruction, *Audiovisual Programs, *Career Education, Career Opportunities, County Programs, Educational Objectives, Educational Programs, *Information Centers, *Occupational Information, Post Secondary Education, *Program Development, Program Evaluation, Questionnaires, Secondary Education, Tutorial Programs

Identifiers--*Waukesha County Technical Institute, Wisconsin (Waukesha County)

The final report describes "Project Decision", an exemplary program designed and implemented by the Waukesha County Technical Institute (WCTI) for the 17 high schools in Waukesha County, Wisconsin. "Career libraries" were established in each high school, with an audiovisual-tutorial device and 29 filmstrips provid-

ing information on careers and career clusters, district career training and employment opportunities, and general information on WCTI for individuals and small groups. Approximately 9% of the combined student enrollment of 19,125 made use of the filmstrips, with guidance personnel providing assistance. Objectives, procedures and activities, findings, and an analysis of objective goals are presented, with eight tables presenting student and counselor evaluations of the project. Recommendations include the updating and addition of filmstrips; use of the program as a model for other schools in the Wisconsin Vocational, Technical and Adult Education system; and that audiovisual-tutorial career education be used as a supplementary rather than a sole method. It is stated that a majority of student users and guidance personnel reacted favorably to the filmstrips and felt that they assisted in making career decisions. A list of the filmstrips and guidance counselor and student project evaluation forms are appended. (LH)

ED 120 467 **CE 006 764**

Cleven, Arlene

Emergency Medical Technician Instructor Training Institute--Final Report.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency--National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No--DOT-HA-800-682

Pub Date Jun 72

Note--185p.; Some parts may not reproduce clearly due to quality of original

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors--Course Content, *Curriculum Guides, *Emergency Squad Personnel, *Institutes (Training Programs), Institute Type Courses, Instructional Staff, *Paramedical Occupations, Program Content, Program Evaluation, Program Planning, *Teacher Education, Teaching Skills

Identifiers--*Emergency Medical Technicians

The instructor training institutes were conducted to familiarize State and local emergency medical instructional personnel with National Highway Traffic Safety Administration (NHTSA) curriculum materials and to enhance their instructional capabilities with this material. Thirty-hour courses, correlated with the content of the Emergency Medical Technician (EMT)-Ambulance course, were held at five locations for a total of 64 trainees. The four major sections of the report contain: (1) a description of enrollee selection procedures and determination of institute sites and dates; (2) a description of enrollee background and responsibilities relative to EMT training; (3) institute outlines and schedules, institute procedures, and a summary of generally favorable comments regarding institute coverage and value; and (4) a report on the status of EMT training programs with which enrollees are involved. Appended material (141 pages) includes: samples of forms completed by enrollees, enrollee roster, outlines of the institute lessons on teaching methods, and NHTSA curriculum material summaries. (Author/MS)

ED 120 468 **CE 006 765**

Garrett, John W.

Highway Collision Investigation Training Program. Final Report.

Cornell Aeronautical Lab., Inc., Buffalo, N. Y.

Spons Agency--National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No--DOT-HS-800-729

Pub Date Feb 72

Note--83p.; Photographs and some charts may not reproduce clearly due to quality of originals

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors--Adult Education, Course Content, *Educational Programs, Institutes (Training Programs), Institute Type Courses, *Investigations, Job Training, Literature Reviews, *Program Descriptions, Program Planning, Reports, Student Reaction, *Traffic Accidents, Traffic Safety, Vocational Education

The report was prepared for the National Highway Traffic Safety Administration (NHTSA) of the U.S. Department of Transportation. The report briefly reviews the appropriate literature, then describes the one-year program which involved planning and organization of a Highway Collision Investigation Training Program, preparing a course syllabus, and conducting three training sessions of three weeks each for members of

multidisciplinary collision investigation teams and others selected by NHTSA. A four-page bibliography is included. One-half of the document consists of five appendices: the class schedule, a summary of basic elements and features of the training facilities, instructions for operating the selective breaking system vehicle, lists of instruction staff and attendees, and students' class critique. (Author/JR)

ED 120 469 **CE 006 767**

Scheel, Jean

An Unfolding Story: The First Ten Years. 1966-1976. Northwest Adult Education Association.

Pub Date 76

Note--8p.; Available in microfiche only due to marginal reproducibility; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors--*Adult Education, Educational History, *Organizations (Groups), *Professional Associations

Identifiers--*Northwest Adult Education Association, NWAEEA

The history of the Northwest Adult Education Association (NWAEEA), an organization which includes the geographic areas of Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington, is briefly traced from its formation at a constitutional convention in 1966 through 1975. Its stated purpose is "to advance adult education by serving as the instrument of cooperation among the persons and organizations in the States and provinces of the Northwest engaged in, or interested in, adult education." Biographical sketches are included for its presidents from 1966-1976: Mary Wallace, Jean Scheel, Kenneth Yeend, Walter O. Shold, Arthur S. Buswell, John A. Healy, Burl Winchester, Alberta B. Johnston, and John A. Niemi. A list of previous officers and directors also is included. (EA)

ED 120 470 95 **CE 006 768**

Lee, Arthur M.

Learning a Living Across the Nation. Vol. 4, Part 1: Narrative Report. Project Baseline Fourth National Report. Baseline Year: 1973-74 (Fiscal Year 1974).

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency--National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract--OEC-0-72-0414

Note--144p.; For related documents, see CE 006 769-670; Some charts may not reproduce clearly due to quality of originals

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors--Adult Education, *Annual Reports, Data Analysis, Demonstration Projects, *Educational Assessment, Educational Finance, Educational Legislation, Educational Planning, Educational Programs, Enrollment Trends, Federal Legislation, Information Systems, Manpower Development, *National Surveys, Personnel Data, Placement, Post Secondary Education, Secondary Education, *State Programs, *Vocational Education

Identifiers--*Project Baseline

The first of two parts, the narrative report examines vocational education programs and is based on State and Federal records and other sources. A summary of the report is presented and two recommendations are directed to Congress regarding the lack of coordination between vocational education and manpower training and the lack of progress towards a solution to this problem. The state of vocational education through 1973-74 is analyzed based on enrollment, expenditures, completions and placements, instructional personnel, manpower. An assessment of the impact of vocational education research and demonstrations is presented according to the following categories: Federally administered research, State administered research, Federally administered exemplary programs, and State administered exemplary programs. The quality of information supplied by the States have improved over the last four years with the use of computers for processing data. A discussion of the present status of information systems is presented on a national and State-by-State basis. Appended materials include: (1) national summary of vocational education (1971-1974); (2) 1974 national data on vocational education teacher shortages,

assignments, and career education; (3) a paper on measuring the impact of research and demonstration projects; (4) State management information processing data; and (5) definitions of vocational education terms. (Author/EC)

ED 120 471 95 CE 006 769

Lee, Arthur M. Fitzgerald, Dorris

Learning a Living Across the Nation. Vol. 4, Part 2: Statistical Almanac. Project Baseline Fourth National Report. Baseline Years: 1973-74.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—OEC-0-72-0414

Note—111p.; For related documents, see CE 006 768 and CE 006 770; Tabular material may not reproduce clearly

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, *Comparative Analysis, Educational Finance, *Educational Programs, Enrollment Rate, Expenditures, *National Surveys, Personnel Data, Placement, Post Secondary Education, Secondary Education, State Federal Support, State Surveys, *Statistical Data, *Tables (Data), *Vocational Education, Vocational Education Teachers

Identifiers—*Project Baseline

The statistical almanac makes up two of Project Baseline's fourth national report, a study of vocational education programs based on State and Federal records and other sources. A series of 75 tables are presented in three sections. Section one contains 37 one-year tables based on State data collected in fiscal year 1974. Tables are divided into four groups: enrollment figures, completion and placements, expenditures, and teacher and teacher education information. Section two contains four year comparison tables based on State data collected during 1971-74. Comparisons are made between the years by State and by area of concern: enrollments, completions and placements, expenditures, and teachers. Section three contains three miscellaneous tables: one table depicts the purchasing power of vocational education expenditures over the past 11 years, and two one-year tables show 1973-74 enrollments in special programs which were completed too late for inclusion in the computer series. (Author/EC)

ED 120 472 CE 006 771

Pucel, David J. Luftig, Jeffrey T.

The Reliability of the Minnesota Vocational Follow-Up Student Questionnaire.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Dec 75

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Comparative Analysis, Data Analysis, Followup Studies, *Graduate Surveys, Post Secondary Education, *Questionnaires, *Reliability, Tables (Data), Vocational Education, *Vocational Followup

Identifiers—Minnesota

An assessment of the reliability of the followup questionnaire given to 715 graduates of the post-secondary Minnesota Area Vocational-Technical Institutes is presented. The questionnaire was designed to gather information that would facilitate decision making concerning vocational programs. Reliability was based on the consistency of group responses which are categorized according to their rate of response: early-returners, intermediate-returners, and late-returners. A random sample from each of the three groups was given the followup questionnaire for a second time one week after they completed the questionnaire originally. Data from separate items in the questionnaire were analyzed based on the original and duplicate responses of each group using the following methods: chi-square, percent of overlap, degrees of freedom, and significance level. The analyses revealed that the data gathered from the student followup questionnaire were sufficiently reliable to be used as a source of information. However, some items indicated less reliability and included those which required students

to judge the training curriculum, school and community services, and items relative to salary and number of months employed. A copy of the questionnaire and 21 tables which present the cross-tabulation of original and duplicate responses are appended. (Author/EC)

ED 120 473 CE 006 772

San Diegans Speak Out on Adult Education.

San Diego Community Coll. District, Calif.

Pub Date Feb 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education Programs, *Community Colleges, Community Education, Community Involvement, Educational Assessment, *Educational Finance, Educational Needs, Educational Policy, *Financial Problems, *Public Opinion, Relevance (Education), State Legislation, State Programs

Identifiers—*San Diego Community College District

The document discusses action taken by the San Diego Community College District regarding a five percent "cap" placed on the growth of adult education and community colleges by the California State Legislature. Serious fiscal and management problems were created and the District Board of Trustees established a series of seven public hearings to determine citizen reaction to the proposed changes. Over 1,450 people attended and their opinions obtained regarding additional fees and tuition, priorities, course deletion, "frill" courses, and personal motivation. Reactions from members of the Board and Chancellor Dale Parnell are presented, and background information on State philosophy and San Diego history of adult education is given. A policy statement by the Board includes the following: an adult core program of seven classes not subject to any reduction, the continuation of adult education center development throughout communities, and consistency in the collection of fees across the district, with fees as low as possible. (LH)

ED 120 474 CE 006 773

Report of Korea/Seadag Seminar on Non-Formal Education. (Seoul, Korea, October 17-20, 1971).

Korean Central Education Research Inst., Seoul.

Pub Date 20 Oct 71

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Developing Nations, *Educational Development, Educational Objectives, *Educational Planning, *Educational Problems, Educational Programs, Foreign Countries, *Nonformal Education, Seminars

Identifiers—Asia (East), South Korea

The purpose of the Korea/Seadag seminar was to advance the systematic development of nonformal education and to maximize the development of human resources. Specific objectives are related to evolving future programs of nonformal education in Korea and East Asia. The report focuses on participant discussions regarding the conceptualization, programming, planning, and research of nonformal education. Two alternative definitions of nonformal education were reflected: nonformal education as all educational activities other than conventional schooling and nonformal education as an educational function with characteristic attributes. Descriptive accounts of nonformal education programs in the Republic of China, Japan, Africa, Latin America, Korea, and the United States centered on environmental and system conditions and organizational and attitudinal factors affecting the educational process. Recommendations include: further discussions related to conceptual framework, increased private support in developing countries, preparation of highly qualified leaders on a worldwide basis, local planning, increased research (national inventories of private/public training programs and systematic studies of instructional outcomes and cost effectiveness), and the establishment of workable linkages between formal/nonformal education. Seminar program and list of participants is appended. (EA)

ED 120 475 CE 006 774

The Career Education Assessment Guide.

Oregon State Dept. of Education, Salem.

Note—54p.

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (Free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Evaluation, Career Awareness, *Career Education, Career Exploration, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Guides, Job Training, *Measurement Instruments, Occupational Guidance, Personnel Evaluation, Program Development, *Program Evaluation, Rating Scales, School Community Relationship, Vocational Counseling

The assessment guide is divided into four major parts: administration, personnel, school and community relations, and curriculum. Each part includes two or more components or elements dealing with various aspects of career education program development. Each of the components has a set of criteria statements, and space provided for comments and a numerical rating. When the numeric value assigned to each component is transferred to a profile sheet at the end of the guide, a general overview of the school district's career education program, showing areas of strength and weakness is provided. The first three parts of the guide reflect criteria common to all levels of career education. The fourth part, curriculum, varies in emphasis for each level and contains separate sections and criteria for awareness (K-6), exploration (7-10), and preparation (11-12). The guide also includes suggestions for utilization and a 13-item glossary. In addition, a guide sheet with information providing further clarification appears at the beginning of each section. (Author/MS)

ED 120 476 CE 006 775

Using the Daily Newspaper to Teach Social Responsibility, Personal Development and Career Development, K-12 Suggested Guidelines.

Oregon State Dept. of Education, Salem.

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, Course Content, Curriculum Development, Curriculum Enrichment, *Curriculum Guides, Elementary Secondary Education, Guidelines, *Individual Development, Instructional Materials, Learning Activities, Learning Experience, *Newspapers, *Social Responsibility, Supplementary Reading Materials, *Vocational Development

America's teachers and its daily newspapers have long served to increase public knowledge and understanding. Schools and newspapers are encouraging the use of the daily newspapers as a relevant means to learn the basic survival skills that will prepare students for their roles in adult life. The document provides guidelines as well as a starting point for using the daily newspaper in the classroom. The K-12 guide offers program and course goals, performance indicators, and sample learning experiences for the three broad areas of the program: social responsibility, personal development, and career development. Integrated into each area are three additional sub-areas: communication skills; citizenship in the community, State, and nation; and general competencies in career education. A supplemental list of performance indicators is included as a source for further development of classroom learning experiences. (Author/BP)

ED 120 477 CE 006 778

Adult Education: The Challenge of Change. Report by a Committee of Inquiry Appointed by the Secretary of State for Scotland under the Chairmanship of Professor K.J.W. Alexander.

Scottish Education Dept., Edinburgh.

Pub Date 75

Note—135p.

Available from—Pendragon House, Inc., 2595 E. Bayshore, Palo Alto, California 94303 (\$5.40 plus 5% handling)

Document Not Available from EDRS

Descriptors—*Adult Education Programs, Adult Students, Community Education, *Educational Assessment, *Educational Change, Educational History, *Foreign Countries, Historical Reviews, Instructional Staff, National Programs, National Surveys, Program Administration, Program Development, Program Effectiveness, Program Improvement, Relevance (Education), Socioeconomic Influences, *State of the Art Reviews, Tables (Data)

Identifiers—*Scotland

The report examines the present position of adult education in Scotland, its future aims, and how these aims might be achieved. Following a

summary of 66 recommendations by the committee, 13 chapters, divided into two sections, present: (1) definitions of terms; (2) an historical review, from the seventeenth century to the present; (3) present position, discussing the development of adult education, its organizations, and educational authorities; (4) statistics, stating a need for adequate information; (5) determinants of change, examining technological, social, and educational change; (6) aims of adult education, summarizing concepts; (7) expansion and development, discussing specific groups and information dissemination techniques; (8) statutory responsibility, discussing the effective development of educational services; (9) a Scottish Council for Community Education; (10) agencies, channels, and resources; (11) staff, discussing functions, needs, recruitment, training, and expenses; (12) other matters, including class size and student fees, participation, scholarships, and paid leave for attendance; and (13) cost of implementing recommendations. A note of dissent by a committee member concludes the document. Appended materials include: adult education enrollment statistics, survey and case study reports, tables reporting data on the various aspects of national adult education programs, a committee activities report, and membership lists. (LH)

ED 120 478 95 CE 006 779

McKinnon, Byron E., Ed. And Others

Career Guidance: Strategies for Developing and Implementing Career Guidance, Counseling, and Placement Programs in Arizona.

Arizona State Dept. of Education, Phoenix; Missouri Univ., Columbia. Career Guidance Counseling Placement Project.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-71-4463

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Career Education, *Career Planning, *Counselor Role, Elementary Secondary Education, Job Placement, Occupational Guidance, Program Descriptions, *Program Development, Program Planning, Resource Materials, *Systems Approach, *Vocational Counseling, Vocational Development

Identifiers—*Career Guidance

The handbook, prepared by counselor practitioners from experiences based upon involvement in guidance-oriented career education programs, is intended to help the counselor who wants to start or fit within a program of career education. Using narrative and numerous illustrations, the book first presents a definition of career guidance in terms of career development and its five interacting themes (understanding self and others, understanding the world, obtaining skills and experience, problem-solving style, and achieving identity). Next, the four components of the systems approach (planning, structuring, implementing, and making decisions based on program outcomes), a program alternative operating in Arizona, are described and graphically portrayed. This section includes an annotated resource list of available elementary, junior high, and senior high school materials and Title III Training Packages. The salient points of another alternative, the consultant approach, are outlined and pictured, including a list of available resources. Career placement programs are briefly discussed. Brief descriptions of four other career guidance-oriented projects in Arizona conclude the handbook. (Author/MS)

ED 120 479 CE 006 780

McNitt, Ian

Educational Policy-Making in Washington: Report of the First Washington Policy Seminar of the Career Education Policy Project (Washington, D.C., January 13-16, 1976).

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Jan 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, *Conference Reports, Educational Finance, Educational Legislation, Educational Needs, Educational Planning, *Educational Policy, Educational Strategies, Government (Administrative Body), *Government Role, Legislators, *Policy Formation, Seminars

Identifiers—IEL, Institute for Educational Leadership

The report summarizes the activities of a seminar designed and conducted by the Career Education Policy Project (CEPP) of the Institute for Educational Leadership (IEL) and attended by 27 career educators. The seminar provided an insight into lobbying for education, with bureaucrats, congressional members and staff aides, lobbyists, education association representatives, journalists, and independent observers of the Washington policy scene speaking to the participants. An outlined summary represents highlights of the seminar, including Federal role, the current scene, future trends, the policy scene, working the systems, and the career education picture. Seven chapters discuss conference proceedings and include: (1) Introduction: "Worth More Than Any College Course," describing seminar topics and participants; (2) A Limited Role, discussing Federal role in educational policy; (3) Some Current Realities, examining economic and fiscal procedures; (4) The Ripple of the Future, discussing coming changes; (5) The Policy Maze, examining the executive branch, Congress, education associations, and the courts; (6) Working the System, offering hints for influencing educational policy; and (7) Evaluation: "How I Feel A Part of American Government," examining participant evaluation of the seminar. A career education policy project profile by IEL, a schedule of seminar events, and a listing of participants are appended. (LH)

ED 120 480 CE 006 781

[An Educational Television Project for a Regional Continuing Dental Educational System]. Final Report.

Minnesota Univ., Minneapolis. Dental School. Spons Agency—Public Health Service (DHEW), Arlington, Va.

Report No.—NIH-70-4161

Pub Date [71]

Note—63p.; Not available in hard copy due to marginal reproducibility; The Clinical Abstracts located in the back of the document will not reproduce well in microfiche

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Advisory Committees, Audiovisual Aids, Dentistry, *Dentists, *Educational Programs, *Educational Television, Medical Education, *Professional Continuing Education, Professional Education, *Program Descriptions, Program Evaluation, Refresher Courses, Regional Programs

This project's six objectives were: simultaneously broadcasting in the States of Minnesota, Iowa, Nebraska, and North and South Dakota; developing a program series on restorative dentistry; finding a library source to house and distribute the videotape material; establishing cooperative working relationships among the respective State dental schools; raising revenue; and selecting an advisory committee. In the first year of the project, rough estimates placed the television coverage of the 6,200 dentists in the five-State area at approximately 80%. The report also contains an evaluation of the project which concludes that, in general, the responding groups seem to have been favorably impressed by the three-part educational series, and that there appears to be no significant difference in the reactions of dentists in the metropolitan area of Minnesota and of those in the out-State areas. About half the document consists of miscellaneous information relating to the project: the contract application, the general objectives of the advisory committee, the program schedule, news releases and other publicity pieces, a program resume, a copy of the questionnaire card, and assorted letters. (JR)

ED 120 481 CE 006 782

Training for Development 1970. The United States Participant Training Program.

Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Pub Date 70

Note—53p.; Photographs and several charts may not reproduce clearly due to quality of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Adult Education Programs, Curriculum, *Developing Nations, Developmental Programs, Foreign Nationals, *Foreign Students, Higher Education, Institutes (Training Programs), Institutional Role, *International

Programs, Job Training, On the Job Training, Participant Characteristics, Program Content, *Program Descriptions, Universities, Vocational Development

Identifiers—*Agency for International Development, AID Office of International Training

The report describes the program of training for foreign students conducted by the Office of International Training of the Agency for International Development (AID). The report's first chapter describes the history, nature, and importance of participant training and diagrams the administrative structure of the program. Chapter 2 describes the program's participants and specifies their fields of training, occupational level, and average age. Chapter 3 describes the types of training AID participants receive: academic, observation, on-the-job, specialized, and AID-sponsored training in other countries. Chapter 4 concerns the training process: selection and preparation abroad, orientation in the U.S., role of the development training specialist, academic preparation, and evaluation and followup. Chapter 5 describes complementary programs: community organizations, universities, special additive programs, the Michigan State University Communication Workshop, a civic participation workshop, executive management training, population/family planning seminars, and programs with private enterprise. Chapter 6 projects the orientation of participant training for the 1970s. One appendix tabulates the number of participants trained in the U.S. by contractor (universities and other organizations); four other appendices tabulate the number of participants trained in the U.S. and other countries by country or origin and field of training. (JR)

ED 120 482 CE 006 783

Improvements Needed in Determining Skill-Training Requirements. Department of the Army.

General Accounting Office, Washington, D.C.

Report No.—FPDC-76-28

Pub Date 10 Feb 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Armed Forces, *Cost Effectiveness, Educational Needs, Job Training, *Manpower Needs, *Manpower Utilization, Methods Research, Military Personnel, Military Training, Needs Assessment, *Program Effectiveness

A report from the United States General Accounting Office regarding the Army's skill training program for enlisted personnel is presented. The Army develops its training program twice a year, determining training requirements for the following year through personnel inventory, analysis model, and manpower program data. These methods were found not to accurately reflect Army requirements for each skill specialty, and recruiter contracting practices often committed the Army, in advance, to train enlisted personnel in specific skills which were overstaffed and had no valid training requirements. Present training program practices could cause the Army to train over 5,900 personnel in excess of requirements in some specialties, at a cost of \$20 million, while not training enough people in other skill areas. It is recommended that the Army improve its methodology for determining skill-training rates, minimize overcommitments in more easily filled skills by constraining recruiters, and promptly renegotiate contracts in skills with fiscal year 1976 recruiting overcommitments. (LH)

ED 120 483 CE 006 784

Richardson, Ann Sharp, Laure M.

The Early Experience in Vouchering On-The-Job Training: A Report on Progress in the Portland Voucher Project.

Bureau of Social Science Research, Inc., Washington, D.C.

Pub Date Dec 75

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Demonstration Programs, Educational Programs, *Education Vouchers, Employment, *Experimental Programs, *Incentive Systems, Motivation, *On the Job Training, *Participant Characteristics, Program Administration, Program Descriptions, Program Evaluation, Technical Education, Trade and Industrial Education, Vocational Education

Identifiers—Oregon (Portland), WIN, *Work Incentive Program

The report describes the first few months of operation of an experimental Work Incentive

Program (WIN) in Portland, Oregon to test the feasibility of the use of vouchers for on-the-job training (OJT). Voucher holders were required to decide on a training occupation, and then locate and negotiate for an employer to provide the training. WIN staff members served as information resources, wrote OJT contracts, and monitored vouchers training progress. The 265 vouchered clients did not differ markedly from the WIN clientele as a whole. Over several months the proportion taking vouchers dropped from 45% to 38% of those eligible. Fewer than a fourth of the vouchers were converted into OJT contracts. Voucher holders who were more highly educated, younger, female, or voluntary WIN participants were relatively more successful in committing the voucher to an employer. Compared with regular OJT people, vouchered people held slightly higher level jobs, earned slightly higher wages, and trained for somewhat longer periods of time. Among the 166 people who were unable to commit their vouchers within the six weeks allotted, several went into regular OJT positions, some returned to school or were terminated from WIN, and many were on regular WIN job searches. (JR)

ED 120 484

CE 006 789

McDermott, Michael M.

Navy Career Education Diffusion Project: State of Oregon. Final Report.

Operations Research, Inc., Silver Spring, Md. Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—ORI-TR-1001

Pub Date 31 Mar 76

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, *Computer Oriented Programs, Educational Research, Employment Qualifications, Experimental Programs, *Information Systems, Material Development, Military Personnel, Military Service, *Military Training, *Occupational Information, Officer Personnel, State Programs

Identifiers—*Navy, Oregon

The final report describes a project to research, develop, and field test Navy occupational information for inclusion into the Oregon Career Information System (CIS), a computer-assisted career education program. Five sections include: (1) introductory information; (2) a discussion of the preparation of Navy occupational information and reviewing the Oregon CIS; (3) the results of the Oregon CIS field test, with a reproduction of the Oregon CIS report to Operations Research, Inc. (ORI); (4) a review of three other career information systems and their requirements (Computerized Vocational Information System (CVIS), System of Interactive Guidance and Information (SIGI), and Vocational Information through Computer Systems (VICS)); and (5) project results and recommendations for improving and expanding the use of Navy occupational information developed. A project summary is included. Appended material includes: a listing of all CIS users in Oregon; representative descriptions of Navy occupations (32 pages) taken from "Work in the Navy—A Description of Navy Officer and Enlisted Occupations," which was incorporated into the Oregon CIS. It is stated that while the occupational information is current and factual, many users feel that it better suits the needs of the military-oriented student than the student exploring careers generally. (LH)

ED 120 485

CE 006 790

Doraiswami, Smt. S.

Educational Advancement and Socio-Economic Participation of Women in India.

Ministry of Education and Social Welfare, New Delhi (India).

Pub Date [74]

Note—38p.; Photographed from best copy available; Prepared by Directorate of Nonformal (Adult) Education

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Developing Nations, *Educational Alternatives, Educational Needs, *Educational Opportunities, Educational Problems, Elementary Secondary Education, Employment Problems, Equal Education, Equal Opportunities (Jobs), Females, Foreign Countries, Higher Education, Literacy Education, Nonformal Education, Participation, Sex Discrimination, Socioeconomic Influences, Socioeconomic Status, *Womens Education, *Working Women

Identifiers—*India

The educational advancement of women in India is not perceived as an important characteristic since education is perceived as irrelevant to their roles. The equality of women in status and opportunity is guaranteed in the 1955 Constitution of India and by the government. Although achievements by women in the local and national levels exist, a majority of the women in the rural areas occupy lower positions. The problems for working women are based on economic, social, cultural, and educational factors. To improve this situation, successive Five Year Plans have been instituted by the government to emphasize women's education at the elementary, secondary, and university levels. Some factors which present problems in educational development are found in the decreasing growth rate at the elementary level, an increasing number of dropouts, a high rate of illiteracy, the loss of literacy, and social and cultural attitudes. Some alternatives to the traditional educational approach can be more effective in the education of women. These approaches include functional literacy programs and nonformal education which will enable women to eventually become a vital source of power in the process of national development. (EC)

ED 120 486

CE 006 791

Polyvalent Adult Education Center (Shramik Vidyapeeth) Bombay: Second Evaluation Study. Ministry of Education and Social Welfare, New Delhi (India).

Pub Date 74

Note—79p.; Prepared by the Directorate of Nonformal (Adult) Education

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Adult Education Programs, Adult Students, Audiovisual Aids, *Continuing Education Centers, Course Descriptions, Curriculum Development, *Developing Nations, Foreign Countries, Instructional Materials, Program Descriptions, Program Development, *Program Evaluation, Program Planning, Resource Staff Role, *Vocational Education, Vocational Training Centers

Identifiers—*Polyvalent Adult Education Center (India)

The purpose of the second evaluation of the Polyvalent Adult Education Center in Bombay, which was established in 1967, was to provide program feedback for India and other developing countries. Following an introduction, part 2 describes the Center program, part 3 consists of a program analysis, and part 4 contains a summary and recommendations. The program analysis contains comments on the Center's clientele and needs; program preparation (identification of target groups, participant selection, resource personnel, and involvement of employing agencies); and program implementation (successful and less successful courses, curriculum methodology, learning materials, audiovisual aids, library, supervision, course evaluation, and participant/employer/trade union reactions). Workers have benefited from their training in personal fulfillment and career mobility, and the Center has been able to establish rapport and empathy with workers, voluntary agencies, and resource persons. However, the organization and success of courses has varied, and there have been periodic spells of stagnation affecting the growth of the Center. Much future effort needs to be directed to course planning and formulation to adopt a truly innovative and interdisciplinary approach. Part 4 presents 26 recommendations and 10 prospects for the future. Course details and case studies of selected courses are appended. (EA)

ED 120 487

CE 006 792

Role of Universities in Adult and Continuing Education.

Ministry of Education and Social Welfare, New Delhi (India).

Pub Date Sep 75

Note—17p.; Prepared by Directorate of Nonformal (Adult) Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, Adult Education Programs, *Developing Nations, Educational Change, Educational Development, Educational Finance, Educational Needs, Educational Responsibility, External Degree Programs, Foreign Countries, *Institutional Role, Nonformal Education, Program Design, *Program Development, Program Planning, *Universities

Identifiers—*India

The paper is one of a series from the Indian Directorate of Adult Education. Intended to stimulate reflection and discussion among educationists about the long-term perspectives, roles, and functions of universities in various aspects of adult continuing and nonformal education, the paper makes specific suggestions on opening universities to the world at large and to the surrounding communities in particular. The suggestions are made in five areas: (1) the responsibilities of universities in adult education at the basic level; (2) university responsibilities for continuing education programs; (3) the university role in promoting adult/continuing education as a discipline and research area; (4) program organization; and (5) funds. In conclusion, it is noted that the implementation of the suggestions involves some rethinking of traditional roles and functions of institutions of higher learning, some restructuring of university rules and regulations, and some reshaping of social and economic conditions for learning. Specific examples are briefly cited. (Author/AJ)

ED 120 488

CE 006 794

Misconceptions Influencing Nonformal Education for Women. Question Series-5.

Ministry of Education and Social Welfare, New Delhi (India).

Pub Date Nov 75

Note—14p.; Prepared by the Directorate of Nonformal (Adult) Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Conceptual Schemes, Continuous Learning, *Developing Nations, Disadvantaged Groups, Economic Development, Educational Attitudes, Educational Needs, *Educational Policy, Educational Practice, Educational Problems, Females, Foreign Countries, *Nonformal Education, *Sex Discrimination, Sex Role, Sex Stereotypes, Social Change, Social Problems, Technological Advancement, *Womens Education

The paper discusses three major obstacles to a change in women's status in developing nations: (1) Misconceptions about development. Women are the largest group who suffer as a result of the concept of development as quantitative, material, technological, and elitist, because that conceptualization does not lead to social change. Development based on the satisfaction of elementary existential needs, structural transformations, and the people's active participation is needed. (2) Illusions about education. Existing educational systems distribute education unevenly. Even the educated remain ignorant about social problems. Training is irrelevant to environment. Concerned with the successful, the system loses them in the "brain drain." Fundamental misconceptions are that education equals schooling, is the transmission of knowledge, and teaching is its main element; that teachers have a monopoly on imparting knowledge and skills; and that life is divided into two periods: preparation, and utilization of knowledge. Particularly for women, much more emphasis must be placed on nonformal education, on survival skills, self-reliance and decision making, and on environmentally based, decentralized programs. Seeing learning as lifelong can eliminate educational dogmas. (3) Prejudices against women. Education itself assumes a decisive responsibility for the perpetuation of traditional values and for women's subordinate and dependent role. (Author/AJ)

ED 120 489

CE 006 795

Wolmut, Peter And Others

A Study of the Concept of Fantasy/Reality in Career Awareness Instruction.

David Douglas Public Schools, Portland, Ore.; Multnomah County Intermediate Education District, Portland, Ore.

Pub Date Apr 76

Note—9p.; Paper presented to the Annual Convention of the American Educational Research Association (April, 1976, San Francisco, California)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Awareness, Career Education, *Child Development, Cognitive Development, Comparative Analysis, *Curriculum Development, Educational Experiments, Effective Teaching, *Elementary Education, Fantasy, Job Analysis, Measurement Instruments, Mental Development, *Program Effectiveness, Program Evaluation, Realism, Student Characteristics, Success Factors

Identifiers—Oregon (Portland)

The paper describes the efforts made in a Portland, Oregon suburban school district to develop effective supplementary career awareness instruction for fifth grade students. Evaluation of a three-year exemplary integrated K-14 vocational education project (VIGOR) had revealed no significant differences in career awareness competencies between primary and intermediate level students in the program and students from a demographically similar control group whose school had no career education program. Significant differences were found, however, between students at the upper grade, occupational cluster level. A study made to determine the reason for this finding uncovered references in the literature to the "fantasy period" from age 4 to 11. It was hypothesized that, in order to develop "reality awareness," young students need supplementary instruction in the areas of detail underlying the duties of any particular job. These areas were: tools, skills, schedule, management, safety, and preparation. Instructional methodology, the development and field-testing of a measurement instrument, and the experimental design are recounted. In two of the six areas of job detail (tools and safety), students who had received the supplementary "reality training" discussed jobs more realistically than control group students; in the other four areas, there was no significant difference. (A1)

ED 120 490

CE 006 796

Erickson, Lawrence W.

Effects of Socio-Economic Background Factors on Typewriting Speed and Accuracy.

Pub Date 23 Apr 76

Note—13p.; Paper presented to the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Comparative Analysis, Educational Research, *Socioeconomic Influences, *Task Performance, *Typewriting

The socioeconomic backgrounds of typewriting students as such backgrounds affect typewriting performance is evaluated in this research. There is convincing evidence that socioeconomic factors play a significant role in affecting typewriting performance. Students from low socioeconomic backgrounds are almost always associated with the poorest typewriting performances, while students from high socioeconomic backgrounds are almost always associated with the best typewriting performances. The study involved 383 Typing III students from seven high schools considered representative of high, middle, and low socioeconomic status neighborhoods in the Los Angeles Unified School District. The findings and data analysis are tabulated and discussed. (Author/BP)

ED 120 491

CE 006 797

Kay, Evelyn R.

Directory of Postsecondary Schools with Occupational Programs, 1973-74.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-162

Pub Date 75

Note—446p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01477-7, \$5.80)

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—*Directories, *Educational Programs, Indexes (Locators), *Post Secondary Education, Private Schools, Public Schools, Tables (Data), Technical Education, *Vocational Education, *Vocational Schools

The directory provides a listing of public and private noncollegiate postsecondary schools which offer one or more occupational programs leading to a certificate or degree below the baccalaureate level. The schools are listed alphabetically under the State and the city in which they are located. Information presented for each school includes the school number, name, address, and telephone number; vendor number used by the Office of Education; control or affiliation, type of school, and program accreditation; eligibility for the Federal Insured Student Loan Program and for veterans' education under the Veterans Administration; total enrollments; and type of occupational programs offered. The types of schools covered by the directory include vocational/technical, cosmetology/barber, busi-

ness, flight, hospital, and home study; technical institutions; junior/community colleges; and four-year colleges and universities. Six tables present the distribution of postsecondary schools by various categories and full time/part time enrollments in these schools. A school index and a program index are provided. (Author/EC)

ED 120 492

CE 006 798

Career Education: Status and Needed Improvements.

General Accounting Office, Washington, D.C.

Div. of Manpower and Welfare.

Report No.—MWD-76-81

Pub Date 26 Jan 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Educational Improvement, Elementary Secondary Education, Federal Aid, Federal Legislation, *Federal Programs, *Formative Evaluation, Needs Assessment, Program Effectiveness, *Program Evaluation, *Program Improvement, Vocational Education

Identifiers—National Institute of Education, Office of Education

The report discusses the status of career education programs sponsored by the Office of Education (OE) and the National Institute of Education (NIE) and points out needed improvements. The first of its four chapters briefly summarizes the concept of career education, legislation related to it, OE and NIE project objectives, funding, and the activities involved in reviewing the projects. Chapter 2 deals in depth with accomplishments of projects sponsored by OE. Discussed are: implementation at the various grade levels, use of community resources, teacher responsiveness, project impact, and the need to improve project evaluation. The status of the four national career education development projects (comprehensive school-based, experience-based, home/community-based, and rural/residential) administered by NIE is described in Chapter 3. The final chapter presents the following conclusions and recommendations: (1) project quality varied, with the most successful accomplishments occurring at the elementary level; (2) State and local educational agencies must know implementation and operation costs and expected effect on students; and (3) teacher training must be emphasized, project evaluations better planned, and adequate measures of career education impact developed. Appended is a list of officials responsible for administering the activities discussed in the report. (Author/MS)

ED 120 493

88

CE 006 799

Harvesting Fish: Unit F#1 Grade 3. Project COULD: Career Orientation Utilizing Language Development.

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date 74

Note—58p.; For related documents, see CE 006 799-804 and ED 098 346-358

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Curriculum Guides, Elementary Education, *Fisheries, *Grade 3, Harvesting, Human Resources, *Language Development, Learning Activities, Occupational Information, Resource Materials, Resource Teachers, Seafood, Vocabulary, Vocational Development

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Coos County), *Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to

Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. The unit on harvesting fish was prepared for approximately four weeks of instruction at the third grade level. It is divided into eight sections: (1) a summary; (2) an outline of all elementary units on fishing; (3) project goals; (4) unit performance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and followup activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by the resource person (suggestions, discussion topics, and related vocabulary); and (8) background information (suggested teacher reading, job and process flow charts for salmon and tuna trolling, and job descriptions for captain, deck hand, and fishing supply store sales clerk and stockboy). (Author/BP)

ED 120 494

88

CE 006 800

Harvesting Shellfish: Unit F#2 Grade 4. Project COULD: Career Orientation Utilizing Language Development.

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date 74

Note—67p.; For related documents, see CE 006 799-804 and ED 098 346-358; Not available in hard copy due to marginal legibility of original document

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Curriculum Guides, Elementary Education, *Fisheries, *Grade 4, Harvesting, *Language Development, Learning Activities, Occupational Information, Resource Materials, Resource Teachers, Vocabulary, Vocational Development

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Coos County), *Project COULD, *Shellfish Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children begin to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. Intended for fourth grade use, the four-week unit on harvesting shellfish focuses on the harvesting process, terminology, key occupations, and environmental influences. It is divided into eight sections: (1) a summary; (2) a unit outline; (3) project goals; (4) unit performance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and followup activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by the resource person (suggestions, discussion topics, and related vocabulary); and (8) background information (suggested teacher reading; job and process flow charts for crab, shrimp, and oyster fishing; and job descriptions for 17 shellfish industry-related occupations). (Author/BP)

ED 120 495

88

CE 006 801

Seaford Processing: Unit F#3 Grade 5. Project COULD: Career Orientation Utilizing Language Development.

Coos County Intermediate Education District, North Bend, Ore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date 74

Note—81p.; For related documents, see CE 006 799-804 and ED 098 346-358

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Curriculum Guides, Elementary Education, *Fisheries, *Food Processing Occupations, *Grade 5, Language Development, Learning Activities, Occupational Information, Resource Materials, Resource Teachers, Seafood, Vocabulary, Vocabulary Development

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Coos County), *Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. Intended for fifth grade use, the six-week unit on seafood processing focuses on processing methods, vocabulary, job opportunities, and environmental factors. It is divided into eight sections: (1) a summary; (2) a unit outline; (3) project goals; (4) unit performance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and follow-up activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by the resource person (suggestions, discussion topics, and related vocabulary); and (8) background information (suggested teacher reading, job and process flow charts for oyster, crab, shrimp, and fish processing; and job descriptions for 21 processing-related occupations). (Author/BP)

ED 120 496 88 CE 006 802

Marketing Fish: Unit F#4 Grade 6. Project COULD: Career Orientation Utilizing Language Development.

Coos County Intermediate Education District, North Bend, Oregon.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date 74

Note—65p.; For related documents, see CE 006 799-804 and ED 098 346-358

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Audiovisual Aids, Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Curriculum Guides, Elementary Education, *Fisheries, Food Processing Occupations, *Grade 6, Language Development, Learning Activities, *Marketing, Occupational Information, Resource Materials, Resource Teachers, Vocabulary, Vocabulary Development

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Coos County), *Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. Intended for sixth grade use, the four-week unit on marketing fish focuses on available occupations, vocabulary, the marketing process, and environmental and economic influences. It is divided into eight sections: (1) a summary; (2) a unit outline; (3) project goals; (4) unit per-

formance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and follow-up activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by resource person (suggestions, discussion topics, and related vocabulary); and (8) background information (suggested teacher reading, job and process flow charts for wholesale marketing, retail fish marketing, and fish canning; and job descriptions for 13 related occupations). (Author/BP)

ED 120 497 88 CE 006 803

Fishing Ecology: Unit F#5 Grade 7. Project COULD: Career Orientation Utilizing Language Development.

Coos County Intermediate Education District, North Bend, Oregon.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date 74

Note—54p.; For related documents, see CE 006 799-804 and ED 098 346-358

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Curriculum Guides, *Ecology, Environmental Education, *Fisheries, *Grade 7, Junior High Schools, Language Development, Learning Activities, Marine Biology, Marine Technicians, Occupational Information, Resource Materials, Resource Teachers, Vocabulary, Vocabulary Development

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Coos County), *Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. Intended for seventh grade, the five-week unit on fishing ecology focuses on environment protection methods, fishing management vocabulary, jobs, and economic influences. It is divided into eight sections: (1) a summary; (2) a unit outline; (3) project goals; (4) unit performance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and follow-up activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by the resource person (suggestions, discussion topics, and related vocabulary); and (8) background information (suggested teacher reading and job descriptions for aquatic and management biologists, marine extension agent, and experimental biological technician). (Author/BP)

ED 120 498 88 CE 006 804

Coos County Careers in Fishing: Unit F#6 Grade 8. Project COULD: Career Orientation Utilizing Language Development.

Coos County Intermediate Education District, North Bend, Oregon.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date 74

Note—41p.; For related documents, see CE 006 799-804 and ED 098 346-358

Available from—Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Curriculum Guides, Employment Interviews, *Employment Opportunities, *Fisheries, *Grade 8, Job Application, Junior High Schools, Language Development, Learning Activities, Occupational Guidance, Occupational

Information, Vocabulary, Vocabulary Development

Identifiers—Career Orientation Utilizing Language Development, Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Coos County), *Project COULD

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledge, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. The eight-week unit focuses on employment opportunities, occupational interests, job application steps, the job interview, and employment vocabulary. Intended for grade 8, it is divided into eight sections: (1) a summary; (2) a unit outline; (3) project goals; (4) performance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and follow-up activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by the resource person (suggestions and discussion topics); and (8) background information, suggested teacher reading, and a job description for an employment person. (Author/BP)

ED 120 499 88 CE 006 805

Long, Huey B.

Continuing Education of Adults in Colonial America.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Jan 76

Note—75p.

Available from—Syracuse University, Publications in Continuing Education, 224 Huntington Hall, 150 Marshall Street, Syracuse, N.Y. 13210 (\$2.75 each; 10 copies, 10% discount; 20 or more copies, 20% discount)

Document Not Available from EDRS

Descriptors—*Adult Education, *Adult Learning, Apprenticeships, *Colonial History (United States), *Educational History, Evening Programs, Individual Development, Lecture, Leisure Time, Nonformal Education, Self Actualization, Womens Education

Designed to consolidate information about adult educational activities in colonial America, the publication covers self-directed learning, public lectures, apprenticeships and evening schools, education of women and girls, and leisure education. Advertisements and announcements from colonial newspapers published from 1765-1776 constituted the primary information source. Sources of assistance for self-directed learning activities included societies/associations, personal libraries and books, public libraries, newspapers, almanacs, and magazines. Self-directed learning was found to possess a rich heritage. An early form of continuing professional education was the college medical lectures. Also popular were the science lectures, with electricity being the most popular topic of the 18th century. Apprenticeships represented an adult education institution that provided an historical heritage; however, by 1700, a need for something else was recognized, and evening schools emerged to assist in "new world" adjustment. Although evidence of sex bias in the provision of formal education opportunities existed, formal educational opportunities appeared to be less important than informal opportunities. Differences in educational achievement may have been more economic than sex-biased. There was ample evidence of leisure-oriented education, as private masters in major cities offered instruction in foreign languages, painting, drawing and sketching, and needlework. (EA)

ED 120 500 88 CE 006 806

Nicke, Ruth S.

A Report on Adult Learners: A Profile of Fifty Adult Learners With Their Reactions to an Adult Life Skills, Competency-Based, Applied Performance Assessment System.

Regional Learning Service of Central New York, Syracuse.

Pub Date Jan 76

Note—99p.; For the Development of the Performance Assessment System, see ED 110 740 Available from—Syracuse Research Corporation, Syracuse University, Merrill Lane, Syracuse, New York 13210 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Adult Characteristics, Adult Education Programs, *Adult Students, Educational Alternatives, Educational Assessment, Equivalency Tests, Formative Evaluation, *High School Equivalency Programs, Performance Based Education, *Performance Tests, Program Evaluation, Program Improvement, *Student Characteristics, Student Opinion, *Student Reaction
 Identifiers—*Central N Y External High Diploma Program

The report, based on the first 11 month's field test experience of the New York State external high school diploma program with its competency-based assessment system, provides background information for use by adult educators in program development. The positive impact of the program and a brief overview of its objectives are presented. Section One of the report continues the story of the field test demonstration (begun in an earlier paper on the development of a performance assessment system) and profiles the first 50 graduates. It discusses: demographic information (age, sex, and race), reasons for dropping out of school, motivations for pursuing the high school credential, their occupations, and leisure and learning activities. Section Two details the adults' reactions to performance testing. Information includes: the learners' perceptions of the content of the tests (life skills competencies) and the process of assessment (take-home tasks, oral and performance interviews); learning strategies, problem-solving approaches and resources used; comments about learning consultants, tutors, assessors, families, and friends who assisted the candidates; graduates' suggestions for program improvement; and graduates' goals for the future. Appended materials include: media reprints on the program and a summary of statistics on the first 50 graduates of the program. (Author/MS)

ED 120 501

CE 006 807

Schaie, K. Warner Zelinski, Elizabeth M.
 Intellectual Functioning and Aging: A Selected Bibliography. Technical Bibliographies on Aging.

University of Southern California, Los Angeles.
 Ethel Percy Andrus Gerontology Center.

Pub Date 75

Note—44p.

Available from—Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, California 90007 (\$2.25)

Document Not Available from EDRS

Descriptors—*Age, Age Differences, *Bibliographies, Cognitive Ability, Geriatrics, Intellectual Development, *Intelligence Differences, *Intelligence Factors, Intelligence Quotient, Intelligence Tests, *Older Adults, Pathology, Psychological Characteristics, Psychopathology
 Identifiers—*Gerontology

The selected bibliography contains about 400 references taken from a key sort file of more than 45,000 references, compiled from commercially available data bases and published sources, relevant to gerontology. Those of questionable accuracy were checked or deleted during the verification process. Most references are in English and were selected from the years 1959-74. Earlier items or foreign titles were included if they were regarded as significant or contained unique data. In many cases the foreign titles include English abstracts in the originals. Information on the composition of the key sort file and on the availability of the references is given. Items are grouped according to the following topics and subtopics: (1) Intellectual Function, (2) Age Group Differences (General Studies and Theoretical Implications of Intellectual Development), (3) Variables Involved in Individual and Group IQ Differences (Social-Psychological Variables, Biopsychological Variables, and Pharmacological Effects), (4) Pathological States and Intelligence (General Studies and Diagnosis with IQ Tests), and (5) Cognitive Functioning and Intelligence (Cognitive Style, Learning, Memory, and Problem Solving and Creativity). (Author/MS)

ED 120 502

CE 006 808

Staffing Patterns in the Wholesale and Retail Trade Industry in Indiana.

Bureau of Labor Statistics (DOL), Washington, D.C.; Indiana State Employment Security Div., Indianapolis. Research and Statistics Section; Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 75

Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Employment Patterns, *Employment Trends, Job Market, *Marketing, *Occupational Surveys, Retailing, *State Surveys, Tables (Data), Wholesaling
 Identifiers—*Indiana

Directed towards designers of vocational education training programs, the document presents statistical data and discussion concerning employment trends in Indiana for various industries in the wholesale and retail trade sector. Data are based on a survey conducted in 1973-74, covering 5,986 establishments and 202,070 employees, with a usable response rate of 71.2% from the employer sample and 75.4% from the employee sample. A narrative of employment trends for industries within the wholesale and retail sector is presented, illustrated by tables and diagrams, and followed by examinations of individual industries tabulating with discussion staffing patterns and numbers employed by occupation or occupational group. Wholesale trade industries examined include: motor vehicles and automotive equipment; drugs, chemicals, and allied products; groceries and related products; farm product raw materials; electrical goods; hardware, plumbing, and heating equipment and supplies; machinery, equipment and supplies; and miscellaneous wholesalers. Retail industries examined include: building materials, hardware, and farm equipment dealers; department stores; general merchandise stores; food stores; gasoline service stations; automotive dealers; apparel and accessory stores; furniture and home furnishing stores; eating and drinking places; and miscellaneous retail stores. User guidelines, occupational titles and definitions, and a discussion of methodology are included. (LH)

ED 120 503

CE 006 809

Florida State Advisory Council on Vocational and Technical Education. Annual Evaluation Report: Fiscal Year 1975.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date Jul 75

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Advisory Committees, *Annual Reports, Educational Assessment, Needs Assessment, *Program Evaluation, Program Improvement, *State Boards of Education, State Programs, State Surveys, Tables (Data), Technical Education, *Vocational Education
 Identifiers—*Florida

The Sixth Annual Evaluation Report has been developed by the Florida State Advisory Council on Vocational and Technical Education through its evaluation committee. The recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education. An introductory section contains a broad review of accomplishments during fiscal year 1975, a summary of council findings of unmet needs, a list of 15 recommendations, and an identification of areas of concern. The detailed content of the comprehensive report is structured around three evaluation goals for which specific items of inquiry, discussion, and recommendations are presented. The goals involve evaluation of (1) State goals and priorities as set forth in the State Plan, (2) effectiveness with which people and their needs are served, and (3) the extent to which Council recommendations have received due consideration from the State Board for Vocational Education. Appended are: selected statistical tables, abstracts of studies funded by the Council (1974-5), summary of concerns expressed at public meetings and a position statement on vocational student organizations. Names of the Council members are also included. (Author/MS)

ED 120 504

CE 006 810

Foley, John P., Jr.

A Proposed Modified Technical Order System and Its Impact on Maintenance, Personnel and Training. Final Report for Period December 1974-September 1975.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-82

Pub Date Dec 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Programs, *Instructional Systems, *Job Training, *Maintenance, *Military Personnel, Military Training, Systems Analysis, Systems Approach, *Systems Development, Task Analysis, Training Techniques
 Identifiers—Air Force

The document presents immediate and long range plans for the systematic injection of Symbolic Integrated Maintenance Systems (SIMS) and Fully Proceduralized Job Performance Aids (FPJPA) materials into the current technical order system and the inclusion of job-oriented training matched to FPJPA into the training system of the Air Force. The text is structured in consonance with a matrix which indicates the relationship between categories of data and the users, as well as the possible impact of job-oriented training on maintenance and personnel systems. The various categories examined include: maintenance technical orders (TO); FPJPA; non-troubleshooting (non-TS) and troubleshooting (TS) tasks; maintenance dependency chart (MDC) based aids for TS. Chapters examine the functional categories of information and directions; an analysis of effectiveness considering data, training, and personnel; proposed modifications to the Air Force technical order (TO), training and personnel systems; implementation considerations. A summary, introduction, listing of 21 conclusions and 17 recommendations, and a project update are included. It is stated that the development and proper utilization of a technical order system that integrated FPJPA into the TO system would greatly improve the quality of maintenance and reduce on-the-job training. (LH)

ED 120 505

32

CE 006 811

Transportation Cluster Volume 1 (Automotive Services I).

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—102p.; For the rest of the series, see CE 006 812-817

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Vocational Education, Auto Mechanics, *Auto Mechanics (Occupation), Basic Skills, Communication Skills, *Curriculum Guides, Education, General Education, *High School Equivalency Programs, *Integrated Curriculum, Job Skills, Mathematics, Motor Vehicles, Occupational Clusters, Science Education, Social Studies, Trade and Industrial Education, *Transportation, Vocational Education, Vocational Rehabilitation
 Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth development of skill in any one occupation. The volume contains approximately 120 hours of instruction in Automotive Services I and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the in-

structor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 506 32 CE 006 812
Transportation Cluster Volume 2 [Automotive Services 2].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—114p.; For the rest of the series, see CE 006 811-817

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Vocational Education, Auto Mechanics, *Auto Mechanics (Occupation), Basic Skills, Communication Skills, *Curriculum Guides, General Education, *High School Equivalency Programs, *Integrated Curriculum, Job Skills, Mathematics Education, Motor Vehicles, Occupational Clusters, Science Education, Social Studies, Trade and Industrial Education, *Transportation, Vocational Education, Vocational Rehabilitation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth development of skill in any one occupation. The volume contains approximately 120 hours of instruction in Automotive Services 2 and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the instructor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 507 32 CE 006 813
Transportation Cluster Volume 3 [Small Power Sources].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—131p.; For the rest of the series, see CE 006 811-817

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adult Vocational Education, Auto Mechanics, Basic Skills, Communication Skills, *Curriculum Guides, Electrical Appliances, Electric Motors, *Engines, General Education, *High School Equivalency Programs, *Integrated Curriculum, Job Skills, Mathematics Education, Mechanics (Process), Occupational Clusters, Science Education, Social Studies, *Transportation, Vocational Education, Vocational Rehabilitation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth development of skill in any one occupation. The volume contains approximately 120 hours of instruction in Small Power Sources and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six

hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the instructor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 508 32 CE 006 814
Transportation Cluster Volume 4 [Driver Training].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—87p.; For the rest of the series, see CE 006 811-817

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Vocational Education, Basic Skills, Communication Skills, *Curriculum Guides, *Driver Education, Field Instruction, General Education, *High School Equivalency Programs, *Integrated Curriculum, Mathematics Education, Motor Vehicles, Occupational Clusters, Science Education, Social Studies, Traffic Safety, *Transportation, Vehicular Traffic, Vocational Education, Vocational Rehabilitation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Field Tests

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth development of skill in any one occupation. The volume contains approximately 120 hours of instruction in Driver Training and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the instructor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 509 32 CE 006 815
Transportation Cluster Volume 5 [Pneumatics, Hydraulics and Fluids].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—121p.; For the rest of the series, see CE 006 811-817

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Vocational Education, Basic Skills, Communication Skills, *Curriculum Guides, *Fluid Power Education, General Education, *High School Equivalency Programs, Hydraulics, Industrial Education, *Integrated Curriculum, Job Skills, Mathematics Education, Occupational Clusters, Physical Sciences, Power Mechanics, Science Education, Social Studies, *Transportation, Vocational Education, Vocational Rehabilitation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth develop-

ment of skill in any one occupation. The volume contains approximately 120 hours of instruction in Pneumatics, Hydraulics, and Fluids and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the instructor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 510 32 CE 006 816
Transportation Cluster Volume 6 [Farm and Earthmoving Equipment].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—103p.; For the rest of the series, see CE 006 811-817

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Vocational Education, Agricultural Engineering, *Agricultural Machinery Occupations, Basic Skills, Communication Skills, *Curriculum Guides, Diesel Engines, Farm Mechanics (Occupation), General Education, *High School Equivalency Programs, *Integrated Curriculum, Job Skills, Mathematics Education, Motor Vehicles, Occupational Clusters, Science Education, Social Studies, *Transportation, Vocational Education, Vocational Rehabilitation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth development of skill in any one occupation. The volume contains approximately 120 hours of instruction in Farm and Earthmoving Equipment and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the instructor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 511 32 CE 006 817
Transportation Cluster Volume 7 [Transportation Systems].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jan 71

Note—120p.; For the rest of the series, see CE 006 811-816

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Vocational Education, *Curriculum Guides, Delivery Systems, Engineering Technicians, General Education, *High School Equivalency Programs, *Integrated Curriculum, Job Skills, Man Machine Systems, Marine Technicians, Occupational Clusters, Rail Transportation, Road Construction, Systems Approach, Technical Education, Trade and Industrial Education, *Transportation, Vehicular Traffic, Vocational Education, Vocational Rehabilitation

Identifiers—Air Transportation, Elementary Secondary Education Act Title I, ESEA Title I, Highway Transportation

The document is one of seven volumes of instructional materials developed around a cluster of Transportation Industries. Primarily technical

in focus, they are designed to be used in a cluster-concept program and to integrate with a regular General Education Development (G.E.D.) program so that students may attain an employable skill level and a general academic background simultaneously. They provide basic skills necessary to enter a number of occupations in the Transportation cluster rather than an in-depth development of skill in any one occupation. The volume contains approximately 120 hours of instruction in Transportation Systems and consists of 20 instructional units, each having one or more specific lessons. Each unit is designed for six hours, or one day, of instruction: three hours of technical laboratory instruction and three hours of related study in science, math, communications, and social studies. In most cases, there is only one lesson per unit. The units offer the instructor the essential materials: the aims (both in technical areas and in the four general education areas), instructional aids, topical outline and activities, suggested time sequence, evaluation guidelines, summary, and references. A selected bibliography concludes the volume. (Author/AJ)

ED 120 512 CE 006 818
Construction Cluster Volume I [Wood Structural Framing].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.
Pub Date 1 Jan 71
Note—145p.; For others in the series, see CE 006 818-822.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Building Trades, *Construction Industry, *Curriculum Guides, Hand Tools, *Instructional Materials, Integrated Curriculum, Job Skills, Machine Tools, Occupational Clusters, Secondary Education, *Unit Plan, *Woodworking

Identifiers—*Wood Structural Framing

The document is the first of a series, to be integrated with a G.E.D. program, containing instructional materials at the basic skills level for the construction cluster. It focuses on wood structural framing and contains 20 units: (1) occupational information; (2) blueprint reading; (3) using leveling instruments and laying out building lines; (4) hand tools and (5) power tools for wood construction; (6) building materials; (7) footer and foundation forms; (8) placement of columns, girders, and floor framing; (9) framing a box sill and floor joist placement; (10) framing openings in floor structures and placing bridging; (11) applying subfloors; (12) laying out stud placement and framing exterior walls and partitions; (13) framing window, door, and other openings in studded walls and partitions; (14) applying double plates and placing ceiling joists; (15) gable roof construction; (16) roof truss construction; (17) hip roof construction; (18) cornice construction and exterior trim; (19) interior trim; and (20) scaffold erection and construction. Each unit includes the following information for the teacher: aim, instructional aids, equipment, and primary references. Introduction and motivation, a presentation of integrated concepts, application, evaluation criteria guidelines, summary, suggested time and sequence listing, and supplemental references and resource materials are also presented. A bibliography is included. (EC)

ED 120 513 CE 006 819
Construction Cluster Volume II [Masonry Work].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.
Pub Date 1 Jan 71
Note—175p.; For others in the series, see CE 006 818-822.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Building Trades, *Construction Industry, *Curriculum Guides, *Instructional Materials, Integrated Curriculum, Job Skills, *Masonry, Occupational Clusters, Secondary Education, *Unit Plan

The document is the second of a series, to be integrated with a G.E.D. program, containing instructional materials at the basic skills level for the construction cluster. The volume focuses on masonry and consists of 20 instructional units which require a month of study. The units include: (1) historical aspects of masonry work and occupational information; (2) materials used; (3) masonry tools and equipment; (4) basic blueprint reading; (5) forming and pouring concrete footings; (6) concrete masonry typical construction practices; (7) bricklaying; (8) basic brick

bonds; (9) rowlock, soldier, and lintelwork; (10) brick veneer work; (11) practice in laying the 8" American bond wall; (12) scaffold erection and construction; (13) and (14) special bonds used in bricklaying; (15) construction of brick and concrete block piers, pilasters, and chases; (16) building arches; (17) cleaning, treating, and painting masonry work; (18) constructing chimneys; (19) constructing foundations, trimmer arches, and hearths for fireplaces; and (20) fireplace work. Each unit includes the following information for the teacher: aim, instructional aids, equipment, primary references, introduction and motivation, a presentation of integrated concepts, application, evaluation criteria guidelines, summary, suggested time and sequence listing, and supplemental references and resource materials. A bibliography is included. (EC)

ED 120 514 CE 006 820
Construction Cluster Volume III [Plumbing].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.
Pub Date 1 Jan 71
Note—150p.; For others in the series, see CE 006 818-822.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Building Trades, *Construction Industry, *Curriculum Guides, *Instructional Materials, Integrated Curriculum, Job Skills, Occupational Clusters, *Plumbing, Secondary Education, *Unit Plan

The document is the third of a series, to be integrated with a G.E.D. program, containing instructional materials at the basic skills level for the construction cluster. The volume focuses on plumbing and consists of 20 instructional units which require a month of study. The units include: (1) importance of plumbing; (2) pipe and tubing connection; (3) blueprint reading and measuring tools; (4) blueprint reading and power tools; (5) systems design and testing equipment; (6) systems design, testing, and fitting; (7) systems design and materials used; (8) residential sewage systems; (9) cold water distribution systems and residential floor plans; (10) heating systems; (11) boilers and chimneys; (12) heat; (13) hot water heating systems; (14) selection and installation of fire lines; (15) leadwork and flanges; (16) transits; (17) on-the-job work aids; (18) private disposal systems; (19) railing work, repair, and storm information for the teacher: aim, instructional aids, equipment, primary references, introduction and motivation, a presentation of integrated concepts, application, evaluation criteria guidelines, summary, suggested time and sequence listing, and supplemental references and resource materials. A bibliography and resource list are included. (EC)

ED 120 515 CE 006 821
Construction Cluster Volume IV: [Concrete Work].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.
Pub Date 1 Jan 71
Note—172p.; For others in the series, see CE 006 818-822.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Building Trades, *Cement Industry, *Construction Industry, *Curriculum Guides, *Instructional Materials, Integrated Curriculum, Job Skills, Occupational Clusters, Secondary Education, *Unit Plan

The document is the fourth of a series, to be integrated with a G.E.D. program, containing instructional materials for the construction cluster. The volume focuses on concrete work and consists of 20 instructional units which require a month of study. The units include: (1) uses of concrete and occupational information; (2) soils, drainage, and preparation of subgrade for concrete placement; (3) simple forms for sidewalks, footings, and patio slabs; (4) materials used in cement; (5) cement types and concrete mixes; (6) water for concrete; (7) air-entrained concrete; (8) concrete working tools; (9) estimating the quantity of concrete required for a given job; (10) mixing concrete; (11) testing concrete; (12) formwork and forming concrete; (13) reinforcing concrete; (14) joints, joining, and crack control; (15) handling and placing concrete; (16) concrete finishing; (17) concrete protection and curing techniques; (18) stripping forms from concrete; (19) special finishes, textures, and coloring; and (20) machine applications and modern techniques. Each unit includes the fol-

lowing information for the teacher: aim, instructional aids, equipment, primary references, introduction and motivation, a presentation of integrated concepts, application, evaluation criteria guideline, summary, suggested time and sequence listing, and supplemental references and resource materials. A bibliography is included. (EC)

ED 120 516 32 CE 006 822
Construction Cluster Volume 5 [Electrical].

Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 1 Jan 71

Note—128p.; For the rest of the series, see CE 006 818-821.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Building Trades, *Construction Industry, *Curriculum Guides, *Electrical Occupations, *Instructional Materials, Integrated Curriculum, Job Skills, Occupational Clusters, Secondary Education, *Unit Plan
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The document is the fifth of a series, to be integrated with a G.E.D. program, containing instructional materials for the construction cluster. The volume focuses on electrical work and consists of 20 instructional units which require a month of study: (1) safety precautions and first aid for electrical workers; (2) planning a simple installation; (3) first electrical experiences; (4) splices, joints, junctions, and connections; (5) and (6) basic electricity (DC) I and 2; (7) electrical materials, overcurrent devices, and simple construction; (8) basic electricity (AC); (9) basic electricity (AC) and basic circuits; (10) magnetism and transformers; (11) service entrance and branch circuits; (12) design and wiring of simple AC circuits; (13) reading plans for a whole house; (14) and (15) wiring the whole house; (16) miscellaneous wiring information and wiring large appliances; (17) three-wire; (18) special wiring for residences; (19) circuit failure; and (20) special methods of wiring. Each unit includes the following information for the teacher: aim, instructional aids, equipment, primary references, introduction and motivation, a presentation of integrated concepts, application, evaluation criteria guideline, summary, suggested time and sequence listing, and supplemental references and resource materials. A bibliography and resource list are included. (EC)

ED 120 517 CE 006 823

Lindenberg, Klaus W.
Feasibility of Retraining Displaced Aerospace Personnel Into the Allied and Public Health Occupations: Final Report.

Florida Technological Univ., Orlando.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Report No.—NIH-72-4059

Pub Date Jun 73
Note—52p.; Not available in hard copy due to marginal reproducibility. Appendix I will not reproduce in microfiche

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Aerospace Industry, *Educational Needs, Employment Opportunities, *Health Occupations, *Manpower Needs, Manpower Utilization, Participant Characteristics, *Retraining, *Unemployed
Identifiers—Florida

The final report of a study to determine the feasibility of retraining displaced aerospace personnel in the Cape Kennedy, Florida, area is presented. Three broad areas were examined: (1) the development of a profile analysis of aerospace and defense related displaced personnel; (2) compilation of health manpower employment opportunity data; (3) identification and definition of necessary educational and training programs. It was found that no drastic manpower shortage in the allied health occupations existed in Florida, and profile analysis of the displaced personnel indicated an insignificant number of technically oriented retraining candidates out of the approximately 16% who expressed interest. Because of their average age, past salary experience, and sheer lack of numbers, it was concluded that the displaced personnel pool did not appear suitable for retraining. Statistical data regarding allied health professions and characteristics of the displaced personnel are presented.

Appended material includes the employment questionnaire used in the study, and a list of 18 computer analyses performed on the completed questionnaires. The analysis results and tabulations are not presented. The general statement is made that attempts to define training requirements for new occupations without prior determination of needs can only lead to failure. (LH)

ED 120 518 CE 006 824

Lamoureux, Marvin E.
Marketing Continuing Education: A Study of Price Strategies. Occasional Papers in Continuing Education, No. 11.
British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date Mar 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Adult Education, Adult Students, *Cost Effectiveness, *Educational Administration, Educational Finance, Enrollment, Marketing, Participant Characteristics, Professional Continuing Education, *Student Costs, Unit Costs

The objective of the study conducted at the Centre for Continuing Education (CCE) at the University of British Columbia was to determine that threshold pricing not only existed for continuing education courses, but also was applicable to an administrative decision-making structure. The first part of the three-part investigation analyzed consumer reaction to the CCE's price strategy of combined marketing and backward costing and found that little or no adverse effect on enrollment could be detected, although it was found that course length played a major negative role in course enrollment. The second part, the Preliminary Market Study, was developed as a pilot study to analyze the CCE's participants, their socio-economic background, and their community and education participation. Since it was found that the general participant market was distinct from the professional participant market, a third study was undertaken to examine the latter market more closely. That study determined that professional continuing education courses readily followed the theory of threshold pricing, and clearly indicated that threshold pricing was applicable and workable as a marketing mix technique for continuing education administrators. Significance tests were generally confirmed for a variety of research hypotheses. (JR)

ED 120 519 CE 006 826

National Task Bank. Tasks in Social Welfare: [1975 Supplement to the National Task Bank].
Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Manpower Development and Training.

Pub Date Nov 75

Note—367p.; For National Task Bank, see ED 078 224; For other related documents, see ED 078 225-226

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage

Descriptors—*Data Bases, Federal Aid, *Human Services, Job Analysis, Manpower Development, Manpower Utilization, Models, Personnel Management, Public Service Occupations, *Social Workers, *Staff Role, Staff Utilization, State Agencies, Systems Approach, *Task Analysis, Welfare Agencies, Welfare Services
Identifiers—*National Task Bank

The 1975 supplement to the National Task Bank consists of 550 additional tasks in the field of human service selected and edited from task analysis projects in a number of States. The supplement is organized in the same format and numbered sequentially with the original edition published in 1973. The use, organization, and development of the Bank, which now contains a total of 1,096 task statements useful in the solution of manpower problems, are described. Tasks in the Supplement are arranged in 14 functional categories of data, people, and things for human service agency personnel including professional social workers, paraprofessionals, administrative, and clerical workers. Within each category, tasks are organized into subcategories and coded for identification purposes. The bulk of the document consists of the task statements in a form similar to that of the Upjohn Task Bank Cards. Information includes: a task description, performance standards (descriptive and numerical), training content (functional and specific), and suggested GED score levels. (Author/MS)

ED 120 520

CE 006 827

Schiller, Bradley R.

Internal and External Labor Markets: An Analysis of Manpower Utilization.

Maryland Univ., College Park. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DOL-21-24-74-26

Pub Date 21 Nov 75

Note—90p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Fringe Benefits, Industrial Relations, *Labor Market, Labor Turnover, Manpower Utilization, *Occupational Mobility, *Retirement, *Salary Differentials, Socioeconomic Status, Wages
Identifiers—Pension Plans

The report covers two major topic areas, each of which is treated in a separate paper: (1) the extent of variation in individual workers' relative earnings, and (2) the impact of private pension plans on firm attachment. The first study looks at changes in relative earnings and evaluates them in the framework of alternative labor market models. It concludes that workers tend to leave their employer less as vesting status or retirement eligibility approaches and that higher wages generally tend to inhibit exit. The second study attempts to measure the extent to which firm exit is constrained by specific provision (such as vesting) of private pension plans. It concludes that the size of monthly benefits acts as a powerful determinant of firm attachment patterns, with higher monthly pension benefits tending to reduce firm exit rates among those approaching retirement eligibility and to increase exit rates for those already eligible for retirement. Both studies use the Social Security Administration's LEED data file. (Author/JR)

ED 120 521 95

CE 006 828

Evaluative Report on Phase I of the Secondary Schools Project for an Introduction to the Allied Health Professions.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Achievement, Career Planning, Course Content, Curriculum Evaluation, Health Facilities, *Health Occupations Education, *Occupational Choice, *Paramedical Occupations, Participant Characteristics, *Program Effectiveness, *Program Evaluation, Secondary Education, Student Interests, Student Opinion

Identifiers—Allied Health Education, *Allied Health Professions

The report is an evaluation of a project designed to provide first year high school participants with core knowledge related to the field of health care. Additionally, its intent was to prepare them to make a career choice of an allied health occupation and to continue in an advanced training program and/or to be employed. Data concerning grade point average, attendance, attrition, and the achievement of performance objectives were analyzed and indicated that the program had been successful. Data are reported under the following major headings: students participating in the program, student interest in learning experiences (curriculum topics, health-care tasks, field trips, and learning methods) offered, general quality and effectiveness of the program (as compared to a control group and appraised by students, parents, and national leaders in health care), and student progress toward achievement of performance objectives. Twenty-three findings, five conclusions, and four recommendations are presented. Appended are: a curriculum outline, student project evaluation forms, student interest summary data, occupational plans form, "Knowing About Jobs" form, hospital employee performance appraisal form, and a list of project staff and participating schools. (Author/MS)

ED 120 522

CE 006 830

Safety and Health Training Resources.

Federal Safety Advisory Council, Washington, D.C.

Report No—OSHA-2007

Pub Date [72]

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Accident Prevention, Audiovisual Aids, *Course Descriptions, *Directories, *Federal Programs, Fire Protection, Government Publications, Health, Hygiene, Indexes (Locators), Manuals, Radiation, *Resource Guides, Safety, *Safety Education, Teaching Guides, Traffic Safety, Training, Work Environment

Identifiers—Federal Agencies

Information obtained from a survey of safety and health training activities undertaken by Federal agencies is provided in the document which serves as a resource guide and directory of agency safety programs. The document, intended to help Federal managers meet their safety training needs with available government resources, is divided into four sections. Section 1 (51 pages) focuses on safety training courses in the following categories: general safety; fire prevention and disaster control; motor vehicle safety; and radiation protection, health, and industrial hygiene. Each entry includes the following information: course title, sponsoring agency, description of the course, fees, and contact person. Section 2 (40 pages) lists safety training materials and publications for general safety, and five prevention and disaster training. The materials cover instructor's guides and course outlines, employee manuals and student references, and audiovisual aids. Section 3 (5 pages) lists instructor's guides and course outlines; employee handbooks, manuals, and references; and audiovisual aids for motor vehicle safety. Section 4 (3 pages) lists instructor's guides and course outlines, and audiovisual aids for environmental health and industrial hygiene. An agency index and location index (by State) to courses is included. (EC)

ED 120 523

CE 006 831

Swanson, Austin D.

A Study of the Costs, Benefits, and Effectiveness of Occupational Education.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date Mar 76

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Comparative Analysis, *Cost Effectiveness, Data Analysis, Data Collection, Educational Benefits, Graduate Surveys, Longitudinal Studies, *Program Costs, Program Effectiveness, *Program Evaluation, Research Methodology, Secondary Education, *Vocational Education

Identifiers—*New York (Buffalo)

The eight-year longitudinal study was conducted by the Board of Cooperative Educational Services (BOCES) district, Buffalo, New York to determine the costs, benefits, and effectiveness of vocational education in that region. The study consisted of three phases plus a comparison with academic programs in the district. The phases included: (1) program cost analysis based on program costs and expenditures, (2) collection of effectiveness and control data through a survey of graduates from BOCES and regular high school programs, and (3) cost/benefit and cost/effectiveness analyses based on the ratio of benefits in dollars to costs in dollars. The findings include supporting tables and figures. Major conclusions are: (1) for cost analysis, comparisons between costs per pupil and enrollment of occupation courses showed that a wide range of program costs existed within the BOCES schools; (2) for cost benefit analysis, considerable differences existed in the employment patterns of terminal students who selected BOCES occupational programs and those who did not; and (3) for cost effectiveness, higher program costs were not rewarded with economic gains and a set of strategies to increase cost effectiveness is presented. A bibliography is included and the School Record Form and Alumni Survey Form are appended. (Author/EC)

ED 120 524

CE 006 832

Aides to Career Education: Instructional Aide Handbook.

36 Document Resumes

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Pub Date (76)

Note—157p.; For related document, see CE 006 654

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Career Education, *Disadvantaged Youth, Educational Legislation, Educational Programs, Employment Qualifications, *Guides, Occupational Information, Occupational Tests, Paraprofessional School Personnel, Program Descriptions, Secondary Education, Specialists, *Teacher Aides, Teacher Role, *Vocational Education

Identifiers—ACE, Aides to Career Education, *California (Los Angeles)

The handbook is designed for use by administrators, teachers, and instructional aides in the Aides to Career Education (ACE) Program. The program provides assistance to academically, socially, economically, and culturally disadvantaged students in secondary vocational programs by employing instructional aides who are subject field specialists to assist in improving students' educational performance and employment potential. The handbook contains information on: program implementation, purpose of the handbook, program goals and purpose, description and characteristics of disadvantaged students, the roles of the teacher and instructional aide, delineation of the teacher/aide role (includes a differentiation through task analysis) program accountability, and aide attendance information. Appended material (124 pages) includes: a guide for using audiovisual aids, California legislation affecting instructional aides, referral agencies list (Los Angeles area), rules and regulations for school personnel, an explanation of selecting a career and getting a job, description of the Pasadena City College two-year teacher aide program, job descriptions for monolingual English aides in 15 subject fields, job descriptions for Spanish language aides (written in English) in 13 subject fields, sample instructional aide exams, self-evaluation questions, and a 27-item annotated bibliography. (Author/MS)

ED 120 525 CE 006 833

Minorities and Women in the Health Fields: Applicants, Students and Workers.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW-HRA-75-22

Pub Date May 74

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Admission (School), Employment Statistics, Employment Trends, *Enrollment Trends, *Females, *Health Occupations, Health Occupations Education, Health Personnel, Medical Education, Medical Students, *Minority Groups, Paramedical Occupations, Participant Characteristics, Racial Composition, Student Enrollment, *Tables (Data)

The report presents a compilation of selected available data on the representation of racial/ethnic minority groups and women in health fields. It includes the most recent data available on health school applicants and students as well as on workers in health occupations. The report is divided into two parts. The first contains a series of 10 summary tables that provide data on current numbers of minorities and women in the above groups. The second section contains trend data (41 tables) for individual health professions and occupations and for enrollment of minorities and women in health occupations schools. Each table is accompanied by a brief statement of its highlights and a source notation. Trend data cover the following areas: medicine; osteopathic medicine; dentistry; optometry; pharmacy; podiatry; veterinary medicine; nursing; allied health; public health; and premedical, predoctoral and pre-veterinary science. Data provided in the report vary widely in source, degree of reliability, definitions of race/ethnic categories, and time periods covered and as a result are not strictly comparable. (Author/MS)

ED 120 526 CE 006 834

Erickson, Donald L., Ed. Nichols, Martha M., Ed.

Learning How to Learn: Know-Why and Know-How Seminar on the Process of Continuing Education. (Laramie, Wyoming, February 12-14, 1970).

Mountain States Regional Medical Program, Cheyenne, Wyo. Wyoming Div.

Pub Date Aug 70

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adult Education, *Adult Education Programs, *Adult Learning, Educational Planning, Group Experience, *Health Personnel, Post Testing, Pretests, *Program Planning, Records (Forms), Seminars, *State Programs, Tables (Data)

Identifiers—Wyoming

The 1970 seminar of the Mountain States Regional Medical Program, Wyoming Division, focused on the development of continuing education programs for health workers in Wyoming, a sparsely populated State. Specific seminar objectives were to: stimulate interdisciplinary planning for continuing education, develop continuing education planning groups in community hospitals, and examine educational implications drawn from a previous State continuing education survey. The document contains presentations of seminar speakers and related general discussion: Arthur Burman, Professor of adult Education, University of Wyoming on "How Adults Learn"; Glenn Jensen, Professor of Adult Education, University of Wyoming on "Similarities and Contrasts of Adult Learning"; Alexander Anderson, M.D., University of Illinois Medical Center, Chicago on "How Adults Learn in Groups"; and Donald L. Erickson, Mountain States Regional Medical Program, Educational Research and Development on "Program Planning for Continuing Education". Transcripts of the small work groups (critique of educational plans, analysis of plan with highest score, and video taping for learning and evaluation) and the closing session also are included. The seminar evaluation form and its analysis, the pre-post test and its analysis, seminar program, seminar objectives, a personal inventory, checklist and outlines for program planning, and budgeting information are appended. (EA)

ED 120 527 CE 006 835

Saul, Shura

Aging: An Album of People Growing Old.

Pub Date 74

Note—174p.

Available from—John Wiley and Sons, Inc., 605 Third Ave., New York, New York 10016 (\$8.95)

Document Not Available from EDRS

Descriptors—Adult Education, *Anthologies, Attitudes, *Human Development, Human Living, *Human Relations, *Human Services, Inter-group Relations, *Older Adults, Stereotypes

Identifiers—*Gerontology

Written for teachers and students who expect to work with people in any field of human relationships and services, the document presents an anthology of vignettes on learning and aging. In addition to the author's vignettes are those of many others, chosen by a panel of 54 readers—judges consisting of students, professionals, and elderly people. Part 1 offers a philosophical viewpoint for considering the circumstances and emotions depicted in the vignettes, with the hope that it will be useful for developing curricula and topics for class discussions, with chapters including: Viewing Aging and Learning in Our Time; Premises of the Album; The Challenge; The World of the Aging Person; Myths and Stereotypes in the World of the Aging Person; Problems and Tasks of the Individual in Senescence. Part 2 presents the vignettes, grouped under the following chapters: Life, Work and Death; Love, Loneliness and Loss; Change, Hope and Struggle; Young People Write of Aging; Old People Write of Aging. Part 3 suggests implications for service and education, and material for use in classes and educational programs, with chapters including: "Omniconvergence"; Some Implications for Service; Some Implications for Learning and Teaching; Notes on the Vignettes. A 14-page bibliography is included. (LH)

ED 120 528 CE 006 836

Adventures in Leadership: A Text for U.S. Marine Corps Junior ROTC.

Marine Corps Development and Education Command, Quantico, Va.

Pub Date 74

Note—298p.; Diagrams on the following pages are too small to reproduce well in microfiche; 84, 87, 88, 96, 97, and 117-9; Photographs will not reproduce in microfiche; For related documents, see CE 006 837-838

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
Descriptors—*Leadership Training, Marksmanship, *Military Organizations, *Military Science, *Military Training, National Defense, Physical Fitness, Secondary Education, *Textbooks

Identifiers—JROTC, *Marine Junior Reserve Officers Training Corps

The textbook is designed to assist young men and women at selected high schools and academies where the program is available in gaining knowledge of the Marine Corps Junior Reserve Officers Training Corps (JROTC). As part of the JROTC curriculum, it helps participating cadets develop traits and attitudes that contribute to excellence in every area of life. The text is divided into four major parts. Part One, Military Orientation and Organization, presents objectives of JROTC, the heritage of the Marine Corps (uniforms, flags, sayings and expressions, and major posts and stations), history of the Corps, and provisions for national security. Part Two deals with elements of leadership (attitude, discipline, positive thinking, enthusiasm, moral aspects, leadership style, and goals). Profiles of famous leaders are included and the role of the noncommissioned officer is described. Military drill and physical fitness are detailed in Part Three. Marksmanship and the history and use of Marine weapons are discussed in Part Four. A brief bibliography of suggested readings is found at the conclusion of each part. (Author/MS)

ED 120 529 CE 006 837

Challenges in Leadership: A Text for U.S. Marine Corps Junior ROTC.

Marine Corps Development and Education Command, Quantico, Va.

Pub Date 74

Note—277p.; Photographs will not reproduce in microfiche; For related documents, see CE 006 836-838

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Armed Forces, Females, Leadership, Leadership Qualities, Leadership Styles, *Leadership Training, Marksmanship, *Military Organizations, *Military Science, *Military Training, National Defense, Political Attitudes, Reading Improvement, Secondary Education, Study Habits, Study Skills, *Textbooks

Identifiers—JROTC, *Marine Junior Reserve Officers Training Corps

The textbook is addressed to seniors in high school Marine Corps Junior Reserve Officer Training Corps (JROTC) programs and deals with leaders and the various situations in which they may function. The first part explains the history of military drill and aspects of modern drill as practiced by military units today. The section on leadership discusses the functions and responsibilities of the leader in several different areas and includes biographical sketches of some persons who have proven themselves as leaders. Also discussed are: self-improvement (study habits and reading skill improvement), small group leadership, leadership of women, world leadership ideologies, and the responsibilities of citizens and self-government. A section on Military Orientation and Organization presents: an overview of the United States Armed Forces (Army, Air Force, Navy, Coast Guard, and the role of women), The Code of Conduct for members of the Armed Forces, general information on Civil Defense, and basic survival tactics. The final section describes the operation of the M-16 rifle and rifle coaching. A 44-item bibliography of suggested readings concludes the text. (Author/MS)

ED 120 530 CE 006 838

Leadership in Action: A Text for U.S. Marine Corps Junior ROTC.

Marine Corps Development and Education Command, Quantico, Va.

Pub Date 74

Note—279p.; Photographs will not reproduce in microfiche; For related documents, see CE 006 836-838

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Communication Skills, Group Dynamics, Human Relations, Individual Psychology, Leadership, Leadership Qualities, Leadership Responsibility, Leadership Styles, *Leadership Training, Learning Processes, Marksmanship, Military Air Facilities, *Military Organizations, *Military Science, *Military Training, Navigation, Problem Solving, Secondary Education, Teaching Procedures, *Textbooks

Identifiers—JROTC, *Marine Junior Reserve Officers Training Corps

The textbook is addressed to students beginning their second year in a Marine Corps Junior Reserve Officer Training Program. Part One (111 pages) discusses psychology, group dynamics, human relations skills, communication skills, military instruction, and problem solving as they apply to a leader. Also discussed are leadership principles, indicators of leadership, and the role of the officer. The second part, Military Orientation and Organization, describes the organization of the Marine Corps including Marine aviation, the Interior Guard, and Military Police. The military-related skills of land navigation and orienteering (a combination of cross-country running and a land navigation) are explained. Part Three contains background information related to drill and associated ceremonies. The last part presents a basic understanding of the operation of the M-14 rifle and the sidearm (.45 pistol). Study questions conclude most of the chapters and a bibliography is included for each of the four parts. (Author/MS)

ED 120 531 CE 006 839
Report to: The North Carolina State Board of Education on Adult Basic Education.
North Carolina State Dept. of Community Colleges, Raleigh. Div. of Adult Services.
Pub Date 4 Dec 75

Note—58p.; Not available in Hard Copy due to marginal quality of original
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, *Program Descriptions, Program Evaluation, Student Attitudes
Identifiers—*North Carolina

The report to the North Carolina State Board of Education regarding the status of adult basic education (ABE) in the 57 institutes belonging to the North Carolina Community College System is presented in two parts. The first part consists of an overview of the operations of the ABE program, which offers educational opportunities to undereducated adults who are over 16 years old and are not enrolled in any public school or have under 12 years of schooling. The program focuses on two educational levels: Grades 0-8 and Grades 9-12. Classes are held wherever students find it convenient to meet. Various teaching methods are applied: films, filmstrips, television, outside speakers, field trips, individualized materials, and group discussions. At the secondary level, the program is based on the High School Equivalency Program and the Adult High School Diploma Program. Staff development programs for the part-time ABE instructors have used pre- and in-service education, workshops, and a university consortium. The second part of the report contains 43 pages of student comments on the ABE program in reading and writing conducted in Richmond County and Scotland County. The reports focus on "What Adult Education Means to Me." (EC)

ED 120 532 CE 006 840
O'Neil, Sharon Lund
Worker Perceptions of Skills Necessary for Survival in the World of Work. Thesis.

Pub Date 76
Note—137p.; For a summary report, see CE 006 750

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Decision Making, Doctoral Theses, *Employee Attitudes, Employee Responsibility, *Employment Qualifications, Interpersonal Competence, *Job Satisfaction, *Job Skills, Occupational Information, Occupational Surveys, Participant Characteristics, Performance Criteria, Problem Solving, Questionnaires, *State Surveys, Tables (Data)
Identifiers—*Illinois

The study was conducted to identify occupational survival skills—the basic knowledges, traits, and competencies necessary to maintain a job. A list of 27 basic occupational survival skills was developed, involving the following areas: interpersonal relations and communications; personal characteristics; decision making and problem solving; job characteristics, health, and safety. A telephone survey instrument, utilizing these basic skills plus job attitude and demographic questions, was pilot-tested before interviewing 589 workers throughout Illinois. Responses were grouped into nine occupational classifications and

analyzed. Chapters include: (1) Introduction, examining the problem, limitations, hypotheses, assumptions, and definitions; (2) Review of Related Literature; (3) Methodology, discussing study design, instrumentation, pilot test, study population, data collection, and analysis; (4) Discussion of Results, examining interviewing, sample characteristics, frequencies, means and discriminant analysis for survival skills, and frequencies for work satisfaction; and (5) Summary, Conclusions, and Recommendations. Nineteen tables and five figures supplement the text; survey instruments and supplemental tables are appended. It is recommended that studies be conducted to identify and compare a wider range of knowledges, traits, and competencies than was possible in the present study to promote meaningful job training based on work needs. (LH)

ED 120 533 95 CE 006 841
Grotelueschen, Arden D. And Others
An Evaluation Planner: A Guidebook for Developing Evaluation Plans Responsive to a Variety of Contexts, Audiences, and Issues Within Adult Basic Education.
Illinois Univ., Urbana. Office for the Study of Continuing Professional Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74
Note—121p.

Available from—Office for the Study of Continuing Professional Education, University of Illinois, 130 Education, Urbana, Illinois 61801 (\$3.00; \$2.50 for quantity orders)

Document Not Available from EDRS
Descriptors—*Adult Basic Education, *Adult Education Programs, *Evaluation Criteria, *Evaluation Methods, Guidelines, *Program Evaluation

Systematic guidelines for evaluating programs in adult basic education are presented in the document. Program activities in adult basic education involve four main levels of activity (classroom, local, State, and Federal), each of which can profit from appropriately focused evaluation. Patterns of association among personnel and activities are present in each educational context, as well as common evaluation needs and emphases. Typical characteristics of each context are described as they exist within adult basic and adult secondary programs. Eight evaluation components, forming the basis of the planner (79 pages), are presented and are each discussed in relation to the classroom, local, State, and Federal contexts. The eight components are: purposes, audiences, issues, resources, evidence, data-gathering, analysis, and reporting. A discussion of each component is followed by a checklist containing suggestions, possibilities, and techniques in developing an evaluation design for each of the four contexts. An evaluation design worksheet is provided for each context, keyed to the topics presented in the planner. A glossary of evaluation terms and an annotated bibliography are included. (Author/EC)

ED 120 534 CE 006 842
Charron, K. C.
Education of the Health Professions in the Context of the Health Care System: The Ontario Experience.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date 75
Note—72p.

Available from—CERI/OECD, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France (\$4.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Certification, *Delivery Systems, Educational Needs, Educational Planning, *Government Role, *Health Occupations Education, Health Personnel, *Health Services, Legislation, Program Descriptions, Program Improvement, *Program Planning, Regional Planning, Technological Advancement
Identifiers—*Ontario

The document examines the education of health professionals in Ontario within the context of changing patterns for health care. The first of four chapters contains background information on geographic and population characteristics, Federal health legislation requiring a provincial response, and Ontario health legislation. The

second chapter deals with the planning-action process for health care education. A method for coordinated planning at three levels (provinces, health science centers, and individual universities and teaching hospitals) is presented. The Ontario Health Resources Development Plan and Ontario Council of Health are described. Chapter 3 briefly discusses salient features of the health system including faults, overall scope and strategy, and basic principles. Operational manifestations, detailed in Chapter 4, cover the following areas: the focal point concept of regional organization, production and immigration of health manpower, regulation and education of the health disciplines, regulation of health laboratories and radiological facilities, future arrangements for health education, some responses of the educational system, and financing and cost. The report concludes that Ontario has made an extensive and prolonged attempt at developing a better health care system, and states four forces which set the planning-action process in motion. (Author/MS)

ED 120 535 CE 006 844
Clarck, Jack R. Maruggi, Edward A.
Innovations in Vocational Education: Meeting the Needs of the Handicapped—An Emerging Responsibility.

Pub Date 10 Dec 75
Note—12p.; Paper presented at Annual Meeting of the American Vocational Association (Anaheim, California, December 5-10, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Curriculum Development, Deaf, Educational Objectives, *Federal Programs, *Handicapped, Individual Needs, Job Placement, *Program Effectiveness, Program Evaluation, *Program Planning, *Vocational Education

To meet the needs of the handicapped, vocational training programs for handicapped people should provide individuals with technical, personal, social, and communication competencies. As competition for Federal funds becomes more acute, questions will increasingly focus on program effectiveness. Data on young deaf adults, even with professional or advanced training, reveal underemployment, low wages, and greater unemployment than their hearing counterpart. Consequently, vocational training programs must respond with sound program planning and evaluation. The Comptroller General's report to Congress recommended that programs/services for the disadvantaged and handicapped should receive priority attention regarding utilization of Federal funds. New creative approaches, which must necessarily focus first on ends and then on means, are needed. A suggested process for vocational program development includes: (1) identification of program goals, (2) determination of clientele uniqueness, (3) determination of needs of sources of employment, (4) curriculum design, (5) curriculum development, (6) job placement of graduates, and (7) program evaluation. For example, the National Technical Institute for the Deaf (NTID) extensively uses media for job placement and relies on a comprehensive Curriculum Process Model. Of NTID graduates successfully completing their training program, 96% have found jobs and 95% have found jobs commensurate with their training level. (EA)

ED 120 536 CE 006 926
One, Two, or Three Year Distributive Education Secondary School Curriculum. Bulletin No. 1389.

Louisiana State Dept. of Education, Baton Rouge.
Report No.—VT-102-601
Pub Date Dec 74
Note—145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Behavioral Objectives, Career Education, Cooperative Education, *Curriculum Guides, *Distributive Education, Learning Activities, *Marketing, Resource Guides, *Secondary Education, State Curriculum Guides
Identifiers—Louisiana

Designed for use in Louisiana, the curriculum guide provides suggested units of study for one, two, or three-year programs in both preparatory and cooperative distributive education. The units were chosen as a result of identification of basic competencies in marketing necessary to ensure job-entry skills, knowledge, and attitudes. Those

competencies needed to progress in a marketing career were also considered in preparing the units. Each unit includes goal, performance objectives, suggested activities, instructional materials, and references. Included in the appendix are several units, the knowledge of which is helpful but not necessary to a marketing career, and several information sheets intended for teacher use. Included also are suggestions for sequence, level, and time allotment for using the units. (NJ)

ED 120 537 CE 006 927

Adams, Ezra And Others
Journalism Resource Guide With Emphasis on Career Education. Bulletin No. 1338.
Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-602
Pub Date Jun 74

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Behavioral Objectives, *Career Education, Curriculum Guides, *Journalism, Learning Activities, Mass Media, Occupational Clusters, *Resource Guides, School Newspapers, *Secondary Education, State Curriculum Guides, Student Participation, *Student Publications, Yearbooks

Identifiers—Louisiana

The Louisiana State journalism guide was compiled to introduce the secondary level teacher and student to the basic concepts of career education through journalism, to familiarize the student with the skills and opportunities in the field, and to furnish the teacher with lists of objectives and activities to guide the student in employing specific skills in the production of a school newspaper and yearbook. Objectives with suggested activities are listed for a study of mass media, publishing a school newspaper, and publishing a yearbook. Appended to the guide are a glossary of journalistic terms, a bibliography, and lists of organizations and resources. (NJ)

ED 120 538 CE 006 928

Balkham, Drusilla And Others
English Resource Guide With Emphasis on Career Education. Resource Guide for Secondary Teachers of English. Bulletin No. 1337.
Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-603
Pub Date Jun 74

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Behavioral Objectives, *Career Education, Composition (Literary), Continuous Progress Plan, *English Curriculum, Humanities, Individualized Instruction, Integrated Curriculum, Language Arts, Language Development, Learning Activities, Literature, Mass Media, *Resource Guides, *Secondary Education, Secondary School Teachers, *State Curriculum Guides

Identifiers—Louisiana

The resource guide for language arts teachers at the secondary level attempts to provide continuous progress through individualized instruction and the integration of career education with curriculum concepts. The purposes of the guide are to complement the regular language arts program, to serve as a source of ideas and activities, to achieve curriculum objectives, and to suggest methods of incorporating career concepts into the English curriculum. Careers related to English and language arts are listed. The units are organized according to the major topics of: literature, composition, language development, humanities, and media and film. Each unit includes objectives, suggested activities, career application, and a list of multi-media resources. (Author/NJ)

ED 120 539 CE 006 929

Business and Office Education Curriculum Guidelines. Bulletin No. 1246.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Report No.—VT-102-604
Pub Date 74

Note—121p.; Prepared by the Business and Office Education Section

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—Business Education, Business Skills, *Cooperative Education, Curriculum Development, *Curriculum Guides, *Guidelines, In-

dividualized Instruction, *Office Occupations Education, *Program Development, Resource Guides, Secondary Education, State Curriculum Guides, Teaching Methods

Identifiers—Louisiana

The curriculum guide presents guidelines for planning and implementing a program in cooperative office education. Techniques include relating individual in-school instruction to individual job needs and career goals and to coordinate the student's education with actual work experience in an office in the community. A summary of Federal and State employment regulations as they relate to minors is included. Suggested units for the development of a cooperative office education program include job application, typewriting review, shorthand review, bookkeeping/accounting review, communications, office machines, filing, office procedures, financial records, travel and transportation, business organization and management, introduction to automation, English review, business mathematics review, and job evaluation and analysis. Unit purposes, materials and supplies, unit content, teaching tips, references, and evaluation methods are given for each unit. Application forms, rating sheets, mileage logs, evaluation forms, data sheets, surveys, and other samples of business recording forms complete the document. (Author/NJ)

ED 120 540 CE 006 930

Construction: Industrial Arts Curriculum Guide. Middle Schools 6-9. Publication No. 1333 (Tentative).
Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-605
Pub Date 74

Note—32p.; For related documents, see CE 006 930-935

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Opportunities, *Construction Industry, Curriculum Development, *Curriculum Guides, Elementary Secondary Education, *Industrial Arts, Learning Activities, *Middle Schools, Program Development, State Curriculum Guides, Teaching Guides

Identifiers—Louisiana

Part of a series of industrial arts curriculum materials developed by the State of Louisiana, the tentative curriculum guide presents an outline for an introductory course on the construction industry. Designed for use at the middle school level, it is intended that through the performance of the suggested activities, student knowledge of work and career opportunities in the construction industry will be increased. The four major topic outlines include: an introduction; managing construction; applying technology to people; and construction production technology. Performance objectives and suggested activities are presented for each topic. Suggested resources are provided for the implementation of the activities. Each resource is coded to match the list of resource materials that completes the document. (NJ)

ED 120 541 CE 006 931

Communications: Industrial Arts Curriculum Guide. Middle Schools 6-9 (Tentative).
Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-606
Pub Date 74

Note—55p.; For related documents, see CE 006 930-935

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Behavioral Objectives, *Career Awareness, Career Education, *Communications, Curriculum Development, *Curriculum Guides, Drafting, Electricity, Elementary Secondary Education, Graphic Arts, *Industrial Arts, Learning Activities, *Middle Schools, Photography, Resource Guides, State Curriculum Guides, Teaching Guides

Identifiers—Louisiana

The tentative guide in communications for the middle school student is part of a series of industrial arts curriculum materials developed by the State of Louisiana. With the objective of providing career education through industrial arts, the course is designed to help youth understand the basic concepts of the communications career cluster; including, drafting, electricity, graphic arts, and photography. Through laboratory and

classroom experiences, students are helped to discover their technical abilities and interests, so that they may explore and make tentative career decisions. The outline format includes performance objectives with suggested activities and resources for the major topics and subtopics. Each resource is coded to match the bibliography of educational resources that follows each major section. (NJ)

ED 120 542 CE 006 932

Graphic Arts Technology: Industrial Arts Curriculum Guide. Grades 9-12. Bulletin No. 1334 (Tentative).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-607
Pub Date 74

Note—38p.; For related documents, see CE 006 930-935

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Behavioral Objectives, Career Education, *Career Exploration, Curriculum Development, *Curriculum Guides, *Graphic Arts, *Industrial Arts, Learning Activities, Printing, Publishing Industry, Reprography, Resource Guides, *Secondary Education, State Curriculum Guides, Teaching Guides

Identifiers—Louisiana

The tentative guide in graphic arts technology for senior high schools is part of a series of industrial arts curriculum materials developed by the State of Louisiana. The course is designed to provide "hands-on" experience with tools and materials along with a study of the industrial processes in graphic arts technology. In addition, the student is also offered the opportunity to make tentative career decisions, analyze employment trends, and experience guidance in the various careers related to the graphic arts job family. The student has the opportunity to design, plan, and complete appropriate articles and learn of the careers related to those articles. The major units of the course are: graphic arts technology, graphic arts industry, publishing industry, labor-management, history of printing, relief printing, basic offset printing, intaglio printing, screen process, duplicators, photography, basic bindery, and paper. The outline format includes performance objectives and suggested activities for the major topics and subtopics. Suggested resources are provided for the implementation of the activities. Each resource is coded to match the list of resource materials that completes the document. (NJ)

ED 120 543 CE 006 933

Power and Energy: Industrial Arts Curriculum Guide. Grades 9-12. Curriculum Guide 1335 (Tentative).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-608
Pub Date 74

Note—49p.; For related documents, see CE 006 930-935

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Auto Mechanics, Behavioral Objectives, Career Education, Career Exploration, Curriculum Development, *Curriculum Guides, Electromechanical Technology, *Energy, Engines, *Industrial Arts, Learning Activities, *Power Mechanics, Resource Guides, *Secondary Education, State Curriculum Guides, Teaching Guides

Identifiers—Louisiana

The tentative guide in power and energy for senior high school use is part of a series of industrial arts curriculum materials developed by the State of Louisiana. The course is designed to provide "hands-on" experience with tools and materials along with a study of the industrial processes in power and energy. In addition, the student is also offered the opportunity to make tentative career decisions, analyze employment trends, and experience guidance in the various careers related to the power and energy job family. The student has the opportunity to design, plan, and complete appropriate articles and learn of the careers related to those articles. The major units of the course are: safety; introduction to power and energy; power sources; work, energy, power; basic tools used in power and energy laboratory; mechanical systems; fluid systems; electrical power systems; combined systems of power; and internal combustion engine. The outline format includes performance objectives with

suggested learning activities for the major unit topics and subtopics. Suggested resources refer the user to the State Department of Education's adopted textbook list and to the resource list appended to the document. (Author/NJ)

ED 120 544 CE 006 934
Visual Communications: Industrial Arts Curriculum Guide. Grades 9-12. Bulletin No. 1325 (Tentative).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-609

Pub Date 74

Note—184p.; For related documents, see CE 006 930-935

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Behavioral Objectives, Career Education, Career Exploration, *Communications, *Curriculum Guides, *Graphic Arts, *Industrial Arts, Instructional Aids, *Instructional Materials, Learning Activities, Photography, Resource Guides, Secondary Education, State Curriculum Guides, Visual Aids, Worksheets

Identifiers—Louisiana

The tentative guide in visual communications for senior high schools is part of a series of industrial arts curriculum materials developed by the State of Louisiana. The outline format includes performance objectives with suggested activities and resources for the topics of creativity, graphic design, photographic composition and communications, communication transmission, and systems analysis. Students are given the opportunity to design, plan, and complete appropriate assignments and learn of careers related to those areas of work. A lengthy section of student activities and instructional aids is appended. Included in this section are instructional diagrams and pictorials, handout sheets, information sheets, and learning activities. A bibliography of instructional resources including audiovisual aids and recommended equipment completes the document. (NJ)

ED 120 545 CE 006 935
Materials and Processes of Industry: Curriculum Guide for Industrial Arts. Grades 9, 10, 11 or 12.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-610

Pub Date 74

Note—156p.; For related documents, see CE 006 930-935

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Behavioral Objectives, *Construction (Process), *Curriculum Guides, *Industrial Arts, *Instructional Aids, Instructional Materials, Learning Activities, *Production Techniques, Secondary Education, State Curriculum Guides, Teaching Guides

Identifiers—Louisiana

The guide for a one-year course in materials processing is part of a series of industrial arts curriculum materials developed by the State of Louisiana. Designed to appeal to both boys and girls regardless of their educational or career goals, the major units in the course are: the productive system, classification of materials, forming materials, separating materials, combining materials, finishing materials, and development of products. The outline format includes performance objectives with suggested activities and resources for the major unit topics and subtopics. Student activities with planning diagrams and illustrated information sheets are appended to each section. Participation in the course is designed to help the student in selection of proper materials for particular processes and in selection of appropriate processes for the quantity of production required. (NJ)

ED 120 546 CE 006 940

Herr, Nicholas K.

Basic Mathematics Operations—A Math Practice Booklet.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-619

Pub Date Feb 76

Note—37p.; For related documents, see CE 006 940-943

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State

University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (\$1.25)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Arithmetic, Arithmetic Curriculum, Basic Skills, Instructional Aids, Manuals, Mathematics Materials, *Practical Mathematics, *Remedial Arithmetic, *Secondary Education, Tests, *Vocational Education, Vocational High Schools, *Workbooks

Intended for use in vocational high schools, the workbook is designed to help the student understand and develop skill in performing the four basic arithmetical operations: addition, subtraction, multiplication, and division. Also stressed is the correct reading and writing of numbers. The booklet consists of explanatory text, arithmetic problems, problems with practical applications (written as job assignments), puzzles, and quizzes. (RG)

ED 120 547 CE 006 941

Herr, Nicholas K.

Timecards, Payrolls, Checks, and Bank Statements—A Math Practice Booklet.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-620

Pub Date Feb 76

Note—58p.; For related documents, see CE 006 940-943

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Banking, Business Skills, High School Students, Instructional Aids, Mathematics Curriculum, Mathematics Materials, *Money Management, Payroll Records, *Practical Mathematics, *Recordkeeping, Records (Forms), Secondary Education, *Vocational Education, Vocational High Schools, *Workbooks

The objective of the workbook is to provide the vocational high school student with exercises in two areas of practical mathematics. The student will practice filling out timecards, transferring the information to payroll records, using withholding tax tables correctly, and computing wages. In addition, he will learn how to manage a personal checking account by writing checks, keeping a running balance, making deposits, and reconciling a bank statement with the checkbook balance. Samples of timecards, payroll records, tax tables, checks, bank statements and similar forms are used extensively throughout the text. (RG)

ED 120 548 CE 006 942

Herr, Nicholas K.

Decimals and Percents—A Math Practice Booklet.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-621

Pub Date Feb 76

Note—74p.; For related documents, see CE 006 940-943

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (\$1.25)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Arithmetic, Arithmetic Curriculum, *Decimal Fractions, High School Students, Instructional Aids, *Percentage, *Practical Mathematics, Secondary Education, Tests, *Vocational Education, Vocational High Schools, *Workbooks

The problems in the workbook are designed to help the vocational high school student understand and become adept at working with decimals and percents. Emphasized are the use of decimals in money and the application of percents to problems in daily living. Topics covered include: addition, subtraction, multiplication and division of decimals; the interrelationship of percents, decimals, and fractions; and the use of percents in interest and discount problems. Exercises with practical applications (called job assignments) constitute the bulk of the text. Quizzes are also included. (RG)

ED 120 549 CE 006 943

Herr, Nicholas K.

Fractions and Their Applications—A Math Practice Booklet.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-622

Pub Date Feb 76

Note—56p.; For related documents, see CE 006 940-943

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (\$1.25)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Arithmetic, Arithmetic Curriculum, *Fractions, High School Students, Instructional Aids, Mathematics Materials, *Secondary Education, Tests, *Vocational Education, Vocational High Schools, *Workbooks

The workbook is intended to help the vocational high school student understand and gain competence in working with fractions. The exercises provide practice in reducing and changing fractions, multiplying, dividing, finding a least common denominator and equivalent fractions, adding and subtracting. The types of fractions are also defined. Quizzes and problems with practical applications are utilized in the text to supplement the arithmetic problems. (RG)

ED 120 550 CE 006 944

Proebstle, Donald C.

Introduction to Geometric Dimensioning and Tolerancing.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-623

Pub Date Nov 75

Note—84p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Assignments, *Drafting, *Engineering Drawing, Engineering Graphics, *Geometric Concepts, High School Curriculum, Instructional Materials, Manuals, Mathematics Materials, Secondary Education, Study Guides, *Supplementary Textbooks, Technical Education, *Vocational Education, Vocational High Schools

Identifiers—*Tolerance (Measurement)

Intended for drafting students in engineering drawing classes, the text provides basic definitions and explanations, as well as sample illustrations to be used as guides in dimensioning class projects by this technique. The content is divided into three units plus an appendix. Unit 1 discusses basic concepts, including the importance of the system; unit 2 covers tolerances of form, and unit 3, tolerances of position. The units are subdivided into lessons. Each lesson states an objective, gives related information (if any), discusses the topic with the aid of accompanying illustrations, and concludes with assignments for the student. These assignments are questions based on the material covered in the lesson and also frequently require the student to perform calculations or draw sketches. Appended are conversion and comparison charts to aid the student in the completion of assignments. (RG)

ED 120 551 CE 006 945

Business and Office Occupations Cluster. Introduction to Vocations.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-624

Pub Date Sep 75

Note—297p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number CE-337, \$3.50)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Accounting, Annotated Bibliographies, Business Administration, *Business Edu-

cation, *Career Education, *Career Opportunities, Clerical Occupations, Computers, Course Content, Curriculum Guides, Employment Opportunities, Employment Qualifications, Job Skills, Learning Activities, Occupational Clusters, *Occupational Information, *Office Occupations Education, Secretaries, Teaching Guides

The teaching guide presents a comprehensive description of career opportunities in business and office occupations and of the educational requirements for obtaining business employment. Career opportunities for the following five cycles are described: administration, business ownership, clerical, records systems and control (accounting and computer), and secretarial. Each cycle covers career opportunities by describing the nature of the work, duties, responsibilities, salaries, social environment, personal and educational qualifications, and employment location and opportunities. The specific occupations within each cluster are described individually. Annotated bibliographies and suggested student activities are provided for the individual cycles. (NJ)

ED 120 552 CE 006 946

Jaeger, Mildred
Medical Assistant Curriculum.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—Pub-No-0023; VT-102-625
Pub Date Feb 76
Note—131p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number CE 359, \$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Course Content, *Curriculum Guides, *Health Occupations Education, Job Skills, *Medical Assistants, *Medical Laboratory Assistants, Medical Vocabulary, Records (Forms), Secondary Education, *Secretaries, Skill Development, Teaching Guides

Intended to serve as a guide to school personnel responsible for curriculum development, the course outline is designed to prepare high school students for entry into the medical field as an assistant in a doctor's office. Contents are divided into three areas: medical secretary, medical technician, and doctor's assistant (patient management). Within each area, the specific skills to be learned are presented in units with detailed lesson plans. For each unit, the plan gives: length of time required, objectives, suggested instructional procedures, unit outline (material to be covered), discussion guide and demonstrations, references, and suggested teaching aids. Appended are the questionnaire used to determine skills required, lists of medical terminology, sample forms used in doctor's offices, and references. Although the guide was planned to train students in all three areas of the curriculum, individual schools may use only one or two areas, depending upon local needs and resources. (RG)

ED 120 553 CE 006 947

Bogdany, Melvin
Mathematics for the Baker.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-626
Pub Date Jan 76
Note—190p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103 Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number BA-339, \$3.50)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—*Curriculum Guides, *Food Service Occupations, *Instructional Materials, Job Skills, Learning Activities, Mathematics, Mathematics Instruction, Mathematics Materials, Money Management, *Practical Mathematics, Secondary Education, *Secondary School Mathematics, Study Guides, Vocational Development, Vocational Education
Identifiers—*Bakers

The curriculum guide offers a course of training in the fundamentals of mathematics as ap-

plied to baking. Problems specifically related to the baking trade are included to maintain a practical orientation. The course is designed to help the student develop proficiency in the basic computation of whole numbers, fractions, decimals, percentage, ratio and proportion, converting formulas, and costing formulas. Material is also included to increase mathematical skills in weights and measures, pricing and selling, purchasing of raw materials, handling cash, and wages and hours. (Author/NJ)

ED 120 554 CE 006 948

Springer, Elvera And Others
Everything You Always Wanted to Know About Your Future (But Were Afraid to Ask). An Informational Bulletin for Seniors.

Robbinsdale Independent School District 281, Minn.

Report No.—VT-102-629

Pub Date Sep 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Area Vocational Schools, Career Choice, Career Planning, College Choice, *Educational Guidance, *Educational Opportunities, Educational Programs, *Grade 12, *Occupational Guidance, Occupational Information, *Post Secondary Education, Program Descriptions, Secondary Education, Senior High Schools, State Colleges, State Programs, Student Costs, Technical Institutes, Vocational Schools

The career and occupational information bulletin was designed for the graduating seniors of Robbinsdale Area high schools and their parents. It provides guidelines about training, occupational, and educational options available to the high school graduate in the State of Minnesota. The types of services and information to be provided by a guidance counselor are briefly listed, along with suggestions on how to find a job or choose a college. The bulletin generally describes private technical schools, area vocational-technical schools, apprenticeship programs, vocational schools, community colleges, State and private colleges, and universities. Information is included concerning costs, entrance requirements, financial aid sources, and degrees offered. A list of vocational school course offerings appears, along with a list of one and two-year occupational programs in Minnesota colleges. (NJ)

ED 120 555 CE 006 949

Occupational Child Development.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Report No.—VT-102-635

Pub Date 75

Note—588p.

Available from—Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Child Care Occupations, *Child Development, Curriculum Guides, Employment Opportunities, Instructional Materials, Learning Activities, *Occupational Home Economics, *Parenthood Education, Post Secondary Education, Secondary Education, Special Classes, *Teaching Guides, Teaching Methods, Tests, Unit Plan

The publication is designed to provide instruction for occupational training in the area of child development. It includes basic knowledges and skills in parenthood education, developmental child care, children's activities, child health, employment opportunities in the field, and working with special groups. The purpose of the publication is to help teachers improve instruction in order to better prepare students for child care occupations. Each instructional unit contains behavioral objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Three parts of the instruction process have been intentionally omitted: motivation, personalization, and localization. These parts have been left to the individual instructors. (Author/MF)

ED 120 556 CE 006 950

Jobs in Environment. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.

Report No.—VT-102-637

Pub Date 75

Note—46p.; For related documents, see CE 006 951-956

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order No. 5-1626, no price given)

Document Not Available from EDRS

Descriptors—*Career Opportunities, Careers, *Conservation (Environment), Earth Science, Employment Opportunities, Employment Qualifications, Environmental Research, Environmental Technicians, Land Use, *Natural Resources, Occupational Clusters, *Occupational Information, Pollution, Public Health, Work Environment

The booklet describes 40 occupations related to the environmental areas of studying the earth, tackling pollution, better food and fewer diseases, developing the land and its uses, and protecting natural resources. For each occupation, duties are outlined and working conditions discussed. Techniques used to complete the illustrations include brief case histories of individuals in various positions, anecdotes to demonstrate the kinds of interactions involved in some jobs, and descriptions of a typical day on other jobs. Suggestions are offered for training and entering most jobs. A fact chart is included showing jobs in the various subdivisions with their educational requirements and salary ranges. Among the jobs described are crop scientist, geologist, geophysicist, industrial hygienist, meteorologist, mining engineer, oceanographer, sanitary engineer, soil conservationist, and urban planner. (KH)

ED 120 557 CE 006 951

Jobs in Business and Office. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.

Report No.—VT-102-638

Pub Date 75

Note—50p.; For related documents, see CE 006 950-956

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order No. 5-1622, no price given)

Document Not Available from EDRS

Descriptors—Accounting, *Business, Business Education Teachers, *Career Opportunities, Careers, Clerical Occupations, Educational Background, Employment Qualifications, *Managerial Occupations, Occupational Clusters, *Occupational Information, *Office Occupations

Identifiers—Business Ownership

The booklet describes business and office occupations related to management (including personnel), records planning and control, clerical and secretarial jobs, owning your own business, and the teaching of business subjects. For each occupation, duties are outlined and working conditions discussed. Techniques used to complete the job descriptions include brief case histories of individuals in various positions, anecdotes to demonstrate the kinds of interactions involved in some jobs, and descriptions of a typical day on other jobs. Three levels of business management with examples are presented for entry-level, middle, and top-level positions. A chapter on owning your own business defines and distinguishes between the individually owned and the corporate business and discusses the advantages and disadvantages of each. A fact chart is included showing jobs in various areas with their educational requirements and salary ranges. Among those described are: personnel worker, accountant, systems analyst, computer programmer, secretary, and teacher. (KH)

ED 120 558 CE 006 952

Jobs in Fine Arts and Humanities. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.

Report No.—VT-102-639

Pub Date 75

Note—55p.; For related documents, see CE 006 950-956

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order No. 5-1627, no price given)

Document Not Available from EDRS

Descriptors—*Career Opportunities, Careers, Creative Writing, Dance, Educational Background, Employment Qualifications, Film Production, *Fine Arts, *Humanities, Language

Arts, Music, Occupational Clusters, *Occupational Information, Public Relations, Teaching, Theater Arts

The booklet describes careers in the fine arts and humanities. An introductory chapter presents the outlook for careers in the 1970's and briefly defines the fine arts and humanities. Chapter 2, "The Fine Arts," presents discussions of figure drawing, training, forms of expression, and music. Chapter 3, "On Stage," clarifies the amount of work and practice necessary for a musician or dancer to get a start in the theater. "Behind The Scenes and Screens," Chapter 4, describes the careers of producers, directors, stage managers, scene designers, and film editors. Chapter 5, "With Pen and Typewriter," employs anecdotes from writer's lives to examine careers in writing and offer suggestions to the aspiring writer. The sixth chapter, "Agents and Agencies," explains the role of the agent and opportunities in public relations. The concluding chapter, "Jobs in the Humanities," deals with the careers of museum curator, entrepreneur, translator, and college teacher. A fact chart is included which presents the required education and salaries for the jobs described. (KH)

ED 120 559 CE 006 953
Jobs in Recreation and Hospitality. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.
Report No.—VT-102-640
Pub Date 75

Note—54p.; For related documents, see CE 006 950-952 and CE 006 954-956

Available from—Science Research Associates, Incorporated, IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1629, no price given)

Document Not Available from EDRS

Descriptors—*Career Opportunities, Career Planning, Careers, Community Services, Educational Background, Employment Qualifications, Hotels, Human Services, Natural Resources, Occupational Clusters, *Occupational Information, Parks, Part Time Jobs, *Recreation, Social Services, *Tourism, Travel
Identifiers—*Hospitality Occupations

This booklet describes jobs in recreation and hospitality in the following chapter classifications: serving people in cities and communities; helping people enjoy natural resources; helping people enjoy cultural resources; and helping people enjoy trips and travel. For each occupation, duties are outlined and working conditions discussed. Techniques used to complete the job descriptions include brief case histories of individuals in various positions, anecdotes to demonstrate the kinds of interactions involved in some jobs, and descriptions of a typical day on other jobs. Suggestions for training are offered and opportunities are explored. A chapter on looking ahead to your future career examines possibilities for youth to explore recreation jobs through volunteer, summer, and part-time work. A fact chart is included showing jobs in the various areas with their educational requirements and salary ranges. Among the jobs described are: park superintendent, park aide and technician, camp counselor, life guard, marine mammal trainer, and travel agent. (KH)

ED 120 560 CE 006 954
Jobs in Marketing and Distribution. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.
Report No.—VT-102-641
Pub Date 75

Note—58p.; For related documents, see CE 006 950-953 and CE 006 955-956

Available from—Science Research Associates, Incorporated, IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1632, no price given)

Document Not Available from EDRS

Descriptors—*Career Opportunities, Careers, Delivery Systems, Educational Background, Employment Qualifications, *Marketing, Merchandise Information, *Merchandising, Occupational Clusters, *Occupational Information, Purchasing, Retailing, *Sales Occupations, Wholesaling

The booklet describes jobs in marketing and distribution in the following chapter classifications: product development, marketing products and property, salesworkers unlimited, selling intangibles (ideas and services), purchasing and dis-

tribution, and management and marketing services. For each occupation duties are outlined and working conditions discussed. Techniques used to complete illustrations include brief case histories of individuals in the various positions, anecdotes to demonstrate the kinds of interactions involved in some jobs, and descriptions of a typical day on other jobs. Suggestions are offered for training and entering most jobs. A fact chart is included showing jobs in the various areas with their educational requirements and salary ranges. Among those described are: advertising worker, bank officer, economist, marketing research worker, public relations worker, insurance agent, real estate salesperson, and wholesaler. (Author/KH)

ED 120 561 CE 006 955
Jobs in Public Service. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.
Report No.—VT-102-642
Pub Date 75

Note—56p.; For related documents, see CE 006 950-954 and CE 006 956

Available from—Science Research Associates, Incorporated, IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1634, no price given)

Document Not Available from EDRS

Descriptors—*Career Opportunities, Careers, City Government, Community Agencies (Public), *Community Services, Educational Background, Employment Qualifications, Fire Protection, *Government Employees, Law Enforcement, Military Service, Occupational Clusters, *Occupational Information, Public Health, *Public Service Occupations

The booklet describes jobs in public service. The introductory chapter provides a definition and overview of public service work. Following chapters describe various levels of public service including: (1) neighborhood workers—letter carriers and postal employees, fire fighters, police officers, service repair workers, and bus drivers; (2) city government workers—city managers, city planners, and public health officers; (3) Federal and State government workers—FBI agents, military employees, State police officers, and careers in law; (4) government domestic inspectors—customs inspectors, special agents, customs patrol officers, import specialists, health inspectors, and regulatory inspectors; and (5) community service workers—teachers, social workers, social service aides, rehabilitation counselors, probation officers, public health nurses, and recreation workers. For each occupation, duties are outlined and working conditions discussed. Techniques used to complete job descriptions include brief case histories of individuals in various positions, anecdotes to demonstrate the kinds of interactions involved in some jobs, and descriptions of a typical day on other jobs. Suggestions for training are offered and opportunities are explored. A fact chart is included showing jobs in the various areas with their educational requirements and salary ranges. (KH)

ED 120 562 CE 006 956
Jobs in Construction. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.
Report No.—VT-102-643
Pub Date 75

Note—46p.; For related documents, see CE 006 950-955

Available from—Science Research Associates, Incorporated, IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1624, no price given)

Document Not Available from EDRS

Descriptors—*Building Trades, *Career Opportunities, Careers, *Construction Industry, *Construction Management, Educational Background, Employment Qualifications, Occupational Clusters, *Occupational Information, Professional Occupations, Road Construction, Semiskilled Occupations, Skilled Occupations

The booklet describes jobs in the construction industry under the classifications of public and private building. Separate chapters discuss the process of building a city hospital, a model home, and a State highway. Chapters outline miscellaneous jobs in the industry such as elevator constructors, lathers, plasterers, roofers, and sheet metal workers. The final chapter focuses on the future of construction. For each occupation duties are outlined and working conditions discussed. Techniques used to complete the illustrations in-

clude brief case histories of individuals in various positions, anecdotes to demonstrate the kinds of interactions involved in some jobs, and descriptions of a typical day on other jobs. Suggestions for training are offered and opportunities are explored. A fact chart is included showing occupations with their educational and specialized training requirements and salary ranges. Among those described are architect, civil engineer, draftsman, landscape architect, and soil scientist. (KH)

ED 120 563 CE 006 958

Schmidt, Carolee Ann Alexander

The Development and Evaluation of a Kindergarten Nutrition Guide Based on Opinions of Oklahoma Kindergarten Teachers Toward Nutrition Education.

Report No.—VT-102-652

Pub Date Dec 74

Note—211p.; Ed.D. Dissertation, Oklahoma State University

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—Activity Learning, Doctoral Theses, Evaluation, Instructional Materials, *Kindergarten, *Learning Activities, Nutrition, *Nutrition Instruction, Preschool Teachers, Primary Education, Questionnaires, *Resource Guides, *School Surveys
Identifiers—Oklahoma

The purpose of the dissertation was to develop appropriate materials for implementing nutrition education at the kindergarten level. Of the kindergarten teachers who volunteered to participate in the project, 101 completed the kindergarten teacher nutrition survey. Their opinions served as the basis for the design and development of a nutrition guide. Designed to integrate nutrition education into the existing curriculum, the 20-page guide consists of a preface and three sections. Section 1 contains suggested learning activities to help children understand five basic concepts about nutrition. Section 2 includes varied cooking experiences for the classroom, and section 3 is a resource list of books, teaching materials, films, and filmstrips, and a puppet pattern. The guide was mailed to the teachers, and after four months teachers were asked to fill out an evaluation instrument. One hundred and one teachers participated in the evaluation. Information obtained regarding teacher characteristics, attitudes, and evaluation of the guide were analyzed and presented in both narrative and tabular form. Findings served as a basis for recommendations for future research. Contents of the report include: introduction, literature review, procedure and method, presentation and results of data, summary, conclusions, and recommendations, and bibliography. Appended are the survey instruments, nutrition guide, and project correspondence. (RG)

ED 120 564 CE 006 959
Guidelines to Career Development for Wastewater Treatment Plant Personnel.

Environmental Protection Agency, Washington, D.C. Office of Education and Manpower Planning.

Report No.—VT-102-653

Pub Date Sep 73

Note—106p.; Prepared by the Public Service Careers Section

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Course Content, Course Descriptions, *Environmental Technicians, Guidelines, *Job Training, Occupational Information, *Operating Engineering, Performance Specifications, Staff Improvement, Training Techniques, Vocational Development, *Waste Disposal, *Water Pollution Control
Identifiers—*Wastewater Treatment

The guidelines were written to promote job growth and improvement in the personnel who manage, operate, and maintain wastewater treatment plants. Trained operators and technicians are the key components in any water pollution control facility. The approach is to move from employment to training through specific modules for 21 standard job classifications of positions in wastewater treatment plants. Related occupational summaries show the specifications for each job, the job description, basic qualifications, additional training needed, sources of training, and entry and advancement information. The training modules cover 46 courses of instruction to be included in each training program. Each module has statement of purpose, content, topics, and effective training procedures. The modules may

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provide the basis for the development of a training program manual for wastewater treatment plant workers. A brief final section outlines a training plan and includes a fold-out planning grid for use in guiding the career development and training of wastewater treatment plant personnel. (Author/MF)

ED 120 565 CE 006 960

Educational and Employment Plans and Occupational Choices of Indiana High School Seniors in the Class of '75.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency—Indiana State Board of Vocational Education, Indianapolis.

Report No.—VT-102-664

Pub Date 1 Jul 75

Note—151p.

Available from—Dr. J. P. Lisack, Director, Office of Manpower Studies, SCC-A, Purdue University, West Lafayette, Indiana 47907 (\$2.50 each, Indiana Government and Educational Officials exempted)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Academic Aspiration, *College Choice, *Grade 12, Occupational Aspiration, *Occupational Choice, Planning, Post Secondary Education, Questionnaires, Senior High Schools, Seniors, *State Surveys, Student Attitudes, Student Characteristics, *Tables (Data), Vocational Interests

Identifiers—*Indiana

The objectives of the study were to help high school seniors make occupational choices, develop their employment and educational plans, and to provide data for school personnel and for the planning of postsecondary vocational training activities. Approximately 50,000 Indiana high school seniors were surveyed as to their educational and employment plans and their vocational choices. The seniors were given lists of nearly 400 occupations, arranged in career clusters, together with lists of colleges, universities, and training institutions to suggest available options. The survey instrument used for seniors in three previous classes was revised and mailed to all Indiana high schools. Tabulated responses make up the bulk of the document and are presented in two parts, statewide survey results and survey results from each of Indiana's 14 planning and development regions. Principal areas covered by the survey included senior characteristics, characteristics of head of household, plans after graduation, career choices, college and university choices, and educational or training program choices. Other areas covered include student career interests, reasons for planning to delay or not to continue education, and educational financing methods. A sample copy of the survey package is appended. (Author/MF)

ED 120 566 95 CE 006 962

Consortium for Planning, Developing, and Implementing Exploratory Industrial Career Development Models. Final Report.

Oregon State Univ., Corvallis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Report No.—VT-102-662

Pub Date 30 Sep 75

Note—72p.; For interim report, see ED 110 763

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Career Education, *Consortia, Developmental Programs, Industrial Arts, Junior High Schools, *Learning Activities, Models, Occupational Clusters, Senior High Schools, *Vocational Development

A consortium of five school districts in the Salem, Oregon area was formed to develop exploratory career development programs in industrial arts for grades 7-10. Alternate career development models, complete with program goals and student performance objectives and activities, were specified during phase 1. During phase 2, each district prepared and implemented instructional materials blending career development task with industrial arts laboratory experiences. These career development materials are appended to the report. One sample set of learning activities relates to the following categories: locating job possibilities, understanding yourself, exploring the job market, locating career information, setting career goals, applying for a job, getting along on the job, and the world of work.

Other appended sample activities pertain to self-appraisal, job interests, preparation requirements, job application, and other work-related concepts. Each learning activity consists of student objectives and a list of resources as well as information sheets and student work sheets. (NJ)

ED 120 567 95 CE 006 964

Nero, Sharon A.

An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Report No.—VT-102-669

Pub Date [75]

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Adult Students, *Career Change, Career Planning, Decision Making, Family Attitudes, *Females, Middle Aged, Participant Characteristics, Personal Growth, Post Secondary Education, Questionnaires, Research, Role Conflict, Self Concept, Sex Discrimination, Socioeconomic Status, *Surveys, Vocational Education, *Working Women

The study explored the impact of mid-career changes for women who were enrolled in or had recently completed a program in the Wisconsin Vocational, Technical, and Adult Education (VTAE) System for the purpose of changing careers from housewife and mother to that of labor force participant. Sixty-six women, aged 30-49, returned a survey questionnaire that sought information about socioeconomic, marital, and educational status; the effect of the change on interpersonal relationships and life styles; motivation for change; resulting benefits and liabilities; and self-image. An important objective was to develop implications and recommendations for VTAE system programming and to design a model of mid-career decision making for women. It was found that the primary motivation for a return to school was financial. The majority experienced a feeling of achievement and an increase in self-confidence, with new friends, interests, and experiences rated as important benefits. The greatest problems were adjusting to the student role and coping with the demands of home and school responsibilities. Suggestions were offered on ways to encourage women to enter male-oriented occupations and on ways to improve preparation and counseling for re-entering school and the labor market. (NJ)

ED 120 568 CE 006 965

Career Education Needs Assessment for Merged Area VI.

Iowa Valley Community Coll. District, Marshalltown.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Report No.—VT-102-671

Pub Date Jun 75

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Education, *Career Education, *Curriculum Development, Economically Disadvantaged, Educational Assessment, Educationally Disadvantaged, Educational Needs, Elementary Secondary Education, *Manpower Needs, *Needs Assessment, Post Secondary Education, Program Descriptions, Program Evaluation, Regional Schools, School Districts, *Surveys

Identifiers—Iowa

A career needs assessment of the schools in Area 6 in Iowa was carried out in the study. Project objectives were: (1) to ascertain the student needs, K-adult in Area 6, (2) to identify that which is currently being done to meet career education needs in Area 6 public schools, and (3) to synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the Area 6 public schools for future planning. Information concerning labor supply and demand in Area 6 and in Iowa was gathered and is presented in the report. Data on unemployment, the economically disadvantaged, and persons with less than high school education also appear. As a result of interviews with educators in the area, it was concluded that while career education was a part of curriculums in every K-12 district, it was not fully integrated into the programs. It was found that many who were responsible for curriculum development

lacked familiarity with current concepts and definitions of career education. It was also found that a significant number of students at the post-secondary level need means by which they can choose career directions. Recommendations based on the results of the study are presented. Data summaries for each of the districts surveyed are appended. Also appended are minutes from committee meetings and a sample survey questionnaire. (NJ)

ED 120 569 CE 006 967

Barton, John E.

A Study of VICA in Oregon.

Report No.—VT-102-674

Pub Date 75

Note—26p.; Study conducted as part of a

Master's program at Oregon State University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Failure Factors, Questionnaires, *Surveys, *Teacher Attitudes, Teacher Response, Teacher Role, *Trade and Industrial Education, *Youth Clubs

Identifiers—Oregon, VICA, *Vocational Industrial Clubs of America

The purpose of the study was to determine the causes for the paucity of Vocational Industrial Clubs of America (VICA) chapters in the State of Oregon. Seventy trade and industrial teachers were asked to respond via mailed questionnaire as to why VICA clubs were absent in their schools. It was concluded that the presence of VICA in Oregon seems to be directly related to the amount of exposure of the teacher to the workings of youth group activities. The study clearly indicated that some form of preparation is vital to the success of VICA, or any youth organization in the school. Some suggestions offered were to provide extra pay for working with youth groups, offer inservice and preservice education, and offer workshops with immediate follow-up. The study includes a discussion of the problem, description of the procedures, analysis and presentation of the data with conclusions, and recommendations. A sample instrument is included along with comments written in on the questionnaire. (NJ)

ED 120 570 CE 006 968

Kreitz, John W.

Improving Instruction in Innovative Areas Through Improved Administrative Procedures. Final Report.

Lane Community Coll., Eugene, Oregon.

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Report No.—VT-102-678

Pub Date [74]

Note—234p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Change, *Administrator Guides, Administrator Role, Community Colleges, Decision Making, Developmental Programs, *Educational Administration, *Educational Innovation, *Individualized Instruction, Program Administration, Program Descriptions, Program Evaluation, *Research, Teacher Role

Identifiers—Oregon

A strategy was developed to improve the administration of an Open Entry/Open Exit and Self-Paced Individualized Instruction (OE/OE and SPII) program in community colleges in Oregon. The variables affecting an innovative program are identified and discussed based on the author's practical experience, and a series of alternative ideas for decision making are presented. The research provides theory for the establishment of an OE/OE and SPII program, points out areas that need resolution prior to establishing a program, points up problems to be expected, and provides ideas for implementation of an OE/OE and SPII program. The following areas are discussed in detail, with related supplementary materials provided: administrator and instructor role, utilization of learning packages, facilities, scheduling, registration, motivational problems, recordkeeping, program evaluation, feedback, and decision making. A third party evaluation is appended to the report. (NJ)

ED 120 571 CE 006 969

Pre-Postsecondary Program Evaluation Report 1974-1975.

Kent State Univ., Ohio. Bureau of Educational Research and Services.

Report No—VT-102-679

Pub Date Aug 75

Note—570p; Not available in hard copy due to marginal reproducibility of the original

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Ability Identification, Achievement Tests, Analysis of Variance, Area Vocational Schools, *Career Exploration, Comparative Analysis, *Criterion Referenced Tests, Educational Assessment, Educational Programs, Grade 11, Grade 12, Health Occupations Education, Interest Tests, *Program Evaluation, Questionnaires, School Surveys, Science Tests, *Secondary Education, *Student Testing, Test Construction

The Pre-Postsecondary Program (PPSP) was conducted during the 1974-75 school year at four Ohio secondary schools in order to offer a career exploration program for students in grades 11 and 12 that would be related to the high school content and provide a foundation for careers in the students' areas of interest. The report presents the evaluation of the PPSP in social science at Live Oaks Joint Vocational School and in health at Scarlet Oaks and Penta Joint vocational schools and Firestone High School. Program teachers and administrators discussed objectives for evaluation of the PPSP and developed criterion-referenced tests to assess students' achievement of the various programs' objectives. These tests were given to control groups and to PPSP students and the resulting scores analyzed and compared. Descriptions of all tests (interest, achievement, and ability) are presented for the different locations, programs, and test forms. It was found that the PPSP appears to have resulted in general achievement comparable to a traditional high school curriculum, in addition to giving some of the students specialized knowledge about their career areas. Most of the document is comprised of appendixes detailing the questionnaires, surveys, tests, and comments of administrators, teachers, parents, and students. (MF)

ED 120 572

CE 006 970

Occupational Employment Statistics Program. Staffing Patterns in Selected Nonmanufacturing Industries.

Department of Labor, Washington, D.C.; Indiana State Employment Security Div., Indianapolis. Research and Statistics Section.

Report No—VT-102-680

Pub Date [73]

Note—52p; Not available in hard copy due to marginal reproducibility

Available from—Indiana Employment Security Division, Research and Statistics Section, 10 North Senate Avenue, Indianapolis, Indiana 46204

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communications, Construction Industry, Educational Planning, *Employment Patterns, *Employment Statistics, Finance Occupations, Hotels, Insurance Occupations, *Manpower Needs, Occupational Information, *Occupational Surveys, Real Estate Occupations, Recreation, Sanitation, Service Occupations, *State Surveys, Statistical Data, Tourism, Transportation, Utilities

Identifiers—Indiana, Mining, *Nonmanufacturing Industries

The material in the publication is intended to acquaint users with the occupational composition of the various nonmanufacturing industries in the State of Indiana. It is directed particularly to those who are concerned with designing academic and vocational education programs in order to supply workers to fill the needs of industry and to anticipate replacement demand. Data for the five industry groups—(1) mining; (2) construction; (3) transportation, communication, electrical, gas, and sanitary services; (4) finance, insurance, and real estate; and (5) hotels, tourists courts, motels, and private lodging—are presented in tables which show the number currently employed and the percent each occupation or occupational group comprises of the total employment in an industry group. Information was obtained by surveying a sample of employers in each industry group using survey forms specifically designed for the industry. A short section explaining the methodology is included. (LJ)

ED 120 573

CE 006 971

Bever, Floyd Gene

The Relationship Between Public Relations Practices and Enrollment Patterns in Area Vocational Secondary Schools in Texas.

Report No—VT-102-683

Pub Date Aug 75

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrator Attitudes, Analysis of Variance, *Area Vocational Schools, Comparative Analysis, Data Analysis, Enrollment, *Enrollment Influences, *Enrollment Trends, Program Descriptions, *Public Relations, Relationship, Research, School Surveys, Secondary Education, Tables (Data), Vocational Directors Identifiers—Texas

The central purpose of the study was to determine if a relationship existed between public relations practices and enrollment in secondary level area vocational schools in Texas. Contributing objectives of the study were: (1) to identify the degree to which selected public relations practices were being used as reported by the directors of area vocational schools; (2) to determine if public relations practices of vocational directors existed which encouraged enrollment; and (3) to identify the attitudes of directors toward public relations. The major phases of the research procedure were: (1) identification and selection of area vocational secondary schools in Texas; (2) identification of public relations practices in use by administrators; (3) identification of public relations practices that could be used by area vocational school administrators; (4) development and administration of a survey instrument to the directors to determine public relations practices and attitudes; and (5) analysis of the data. The results indicated that public relations as practiced by area vocational secondary school directors have no relationship to enrollment patterns. The report presents the background of the problem, defines the objectives, describes the procedures, and presents the findings and conclusions. Tables display the data. (Author/NJ)

ED 120 574

95

CE 006 972

Feijs, Helmut A.

Bristol Career Education Project. Final Report.

IBEX, Inc., Durham, N.C.

Spons Agency—Bristol Public Schools, Conn.

Report No—VT-102-685

Pub Date Aug 75

Note—72p; Not available in hard copy due to marginal reproducibility of the original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *City Wide Programs, Decision Making Skills, Developmental Programs, *Elementary Secondary Education, Program Descriptions, *Program Evaluation, Self Evaluation, Student Attitudes, Student Evaluation, *Summative Evaluation, Tables (Data), Teacher Attitudes

Identifiers—*Connecticut (Bristol), IBE, Information Based Evaluation

The second year of the city-wide K-12 Bristol (Connecticut) Career Education Project is evaluated in the final report. The third party evaluator utilized an evaluation strategy identified as Information Based Evaluation (IBE). Rather than focusing on program objectives as the sole criteria for evaluation, the design also uses a series of research questions based on the needs of the information users. The results are organized around five domains: student self-concept, student relationship with the world of work, teacher attitudes toward career education and the project, teacher use of project resources, and process and management functions. It was found that according to the self-concept and decision-making measures, the Bristol students approximated the national norms, with some sex differences. In career maturity they were found to be considerably advanced in comparison with national averages. Teachers indicated an understanding of career education as well as a preference for not separating career education from the regular curriculum. Field trips, speakers, and other career education experiences were encountered in differential quantities by school type. The report presents the results, describes the evaluation design and procedures, with conclusions and recommendations. Tables display the data. (NJ)

ED 120 575

CE 006 973

Rumpf, Edwin L.

Vocational Youth Organizations.

Report No—VT-102-691

Pub Date May 72

Note—16p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 46372, \$0.50 ea.; 10% discount on orders of 10 or more)

Document Not Available from EDRS

Descriptors—Objectives, Values, *Vocational Development, *Vocational Education, *Youth Clubs, *Youth Programs

The role of vocational education youth organizations in the instructional program is discussed in the brief pamphlet. Common aims and purposes as well as short summary statements are presented about Future Farmers of America (FFA), Future Homemakers of America (FHA), Distributive Education Clubs of America (DECA), Vocational Industrial Clubs of America (VICA), the Office Education Association (OEA), and Future Business Leaders of America (FBLA). Information is provided about membership and about the breadth and quality of services offered by these youth clubs. (NJ)

ED 120 576

CE 006 974

Weiler, Warren G. Woodin, Ralph J.

Education for Agriculture. A History of the Ohio Vocational Agriculture Teachers Association--1925-1975.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.; Ohio Vocational Agriculture Teachers Association, Columbus.

Report No—VT-102-697

Pub Date 75

Note—199p; Photographs will reproduce poorly Available from—Agricultural Education Curriculum Materials Service, Ohio State University, 254 Agricultural Administration Building, 2120 Fyffe Road, Columbus, Ohio 43210 (\$2.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Agricultural Education, *Educational History, Organizational Effectiveness, *Teacher Associations, *Vocational Agriculture, *Vocational Agriculture Teachers

Identifiers—*Ohio Vocational Agriculture Teachers Association, OVATA

The 50-year history of the Ohio Vocational Agriculture Teachers Association (OVATA) was prepared for the purpose of enabling members and others to gain a better understanding of the history, growth, and development of the OVATA, and to identify objectives, activities, and accomplishments of the organization. The history is organized into three divisions: a descriptive history of the Ohio Vocational Agriculture Teachers Association, chronological activities of OVATA, and the Women's Auxiliary. The narrative discusses membership activities, State policies for vocational education in agriculture, program planning, providing assistance for teachers, fostering public understanding, and the development of the FFA (Future Farmers of America) and YFA (Young Farmers Association). An appendix includes information about the executive committee, former presidents, and award recipients. The creed and constitution of the organization are also appended. (Author/NJ)

ED 120 577

CE 006 975

Akhtar, Shahid

Low-Cost Rural Health Care and Health Manpower Training. An Annotated Bibliography with Special Emphasis on Developing Countries. Volume 1.

International Development Research Centre, Ottawa (Ontario).

Report No—VT-102-700

Pub Date 75

Note—164p.

Available from—International Development Research Centre, Box 8500, Ottawa, Ontario K1G 3H9 (Microfiche edition, \$1.00)

Document Not Available from EDRS

Descriptors—Abstracts, *Annotated Bibliographies, *Delivery Systems, *Developing Nations, Foreign Countries, Health Occupations Education, Health Personnel, Health Programs, *Health Services, Manpower Development, Manpower Utilization, Organizational Development, Planning, Program Evaluation, Program Planning, *Rural Areas

The annotated bibliography attempts to coordinate information on nontraditional health care delivery systems in remote regions of the world, especially in developing countries. The literature abstracted focuses primarily on new models of health care delivery and on the training and utilization of auxiliary health workers. It is intended to be helpful in planning, operating, and evaluating rural health services and in training personnel to staff such systems. The volume is the first of an intended multivolume bibliography to be produced irregularly on various approaches to health care taken throughout the world. Its scope includes material on the following subjects: (1) planning, financing, organization, and evaluation of rural health care systems; (2) the impact of health care services on social and economic indexes; (3) the relationship between health care systems and other community organizations; and (4) staffing of health care systems. The entries are arranged into the five broad categories of reference works, organization and planning, primary health care—implementation, primary health manpower—training and utilization, and formal evaluative studies which will remain the same throughout all volumes. Items relevant to more than one section are cross-referenced. (Author/NJ)

ED 120 578 95 CE 006 976
Education Professions Development Act, Part F, Leadership and Personnel Development 1975-76.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-701

Pub Date 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conferences, Educational Planning, Inservice Teacher Education, *Leadership Training, *National Programs, Performance Based Teacher Education, Professional Continuing Education, Seminars, *Teacher Education, *Vocational Directors, Vocational Education, *Vocational Education Teachers

Prepared as an activity of the National Resource Panel for Personnel Development in Vocational Education, a project of the Center for Occupational Education at North Carolina State University, the brochure lists professional development activities provided under the auspices of the Bureau of Occupational and Adult Education, Office of Education. The following projects, all conducted between June 1975 and April 1976, are described: (1) National Resource Panel for Leadership Development in Vocational Education, (2) National Resource Panel for Personnel Development in Vocational Education, (3) National Series of Seminars for Vocational Education Leadership Development, (4) National Workshop Series Focusing on the Unmet Need for Vocational Education for Specific Groups (Native American, special needs, Spanish-speaking, correctional institutions), (5) National Institute for Performance-Based Teacher Education, and (6) National Conferences Concerned with Specialization Improvement in Vocational Education. Each entry lists for whom, when and where, and why the meeting was held and whom to contact for more information. (Author/MF)

ED 120 579 CE 006 978

Burgener, V. E. Stark, Robert L.
Guidance, Counseling, Placement and Follow-up in Selected Illinois Schools.

Midwest Educational Research Evaluation and Training Center, Champaign, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Report No.—VT-102-703

Pub Date Jun 75

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Area Vocational Schools, Community Colleges, *Counseling Services, Counselor Role, *Guidance Services, Job Placement, Occupational Guidance, Placement, Post Secondary Education, *Program Evaluation, School Services, *School Surveys, Secondary Education, *State Schools, Tables (Data), Teacher Role, Vocational Counseling, Vocational Followup

Identifiers—*Illinois

The study described in the report was made to determine the status of guidance, counseling, placement, and followup services in selected Illinois schools and to make recommendations for improvement. Study tasks included surveying 16 schools (by mail and by on-site visits) and interpreting the collected data. Six community colleges, six high schools, and four area vocational centers were the institutions chosen for the study. A generalized profile of guidance and counseling services was prepared indicating where guidance staff performed coordinating and/or consultation functions and where these roles were assumed by teachers and counselors. Composite information from the three types of schools includes student, teacher, and counselor perceptions of the services. Placement and followup services in the sample schools varied, with data not always available, although it was found that the employment rate of graduates and even dropouts was quite high. Recommendations include a coordinated career education program with component guidance and counseling services at the K-14 level, additional guidance and counseling staff with professional training a prerequisite to certification, better articulation, and required job placement services and first-year followup of all enrollees. (Author/MF)

ED 120 580 CE 006 979

Dobrovolsky, Jerry S. Stark, Robert L.
An Evaluation of the Program Approval Process in Illinois Community Colleges.

Midwest Educational Research Evaluation and Training Center, Champaign, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Report No.—VT-102-704

Pub Date Jun 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Community Colleges, Data Analysis, Educational Programs, *Evaluation Criteria, Evaluation Methods, Methods Research, Post Secondary Education, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, *School Surveys, School Visitation, State Programs, Statewide Planning, *Vocational Education

Identifiers—*Illinois

The purpose of the study was to conduct a survey of all the public community colleges in Illinois to evaluate how the colleges develop and approve vocational-technical education programs. Objectives included evaluation of the criteria used in selection and approval of programs, getting information to improve management processes used in selecting the vocational programs offered, and determining how successfully the community colleges were providing post-secondary occupational education opportunities. Surveys were conducted through mailed questionnaires and by on-site visits. Evaluators with expertise in both occupational education and the Illinois community college system developed and mailed previsit survey instruments to each community college president. The resulting data were tabulated for manpower demand, student interest, program duplication, and program costs. The previsit instrument and the on-site questionnaire guide used by interviewers are appended. Nine recommendations for the program approval process for occupational education programs in the Illinois community colleges are listed, the most important being given as the gathering of manpower data through a model developed by a consortium of State agencies, balancing program offerings throughout the State, coordinating research activities, developing a statewide program of evaluation and followup, and sharing survey and cost models for program planning. (Author/MF)

ED 120 581 CE 006 980

Annual Evaluation Report: Fiscal Year 1974. Illinois State Advisory Council on Vocational Education.

Illinois State Advisory Council on Vocational Education, Springfield.

Report No.—VT-102-705

Pub Date Mar 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Annual Reports, Area Vocational Schools, *Educational Assessment, *Educational Needs, Educational Objectives, Educational Programs, Elementary Secondary Education, Post Secondary Education, Program Ef-

fectiveness, *Program Evaluation, State Boards of Education, *State Programs, Statewide Planning, Technical Education, *Vocational Education

Identifiers—*Illinois

In its sixth annual evaluation report for fiscal year 1974, the Illinois State Advisory Council on Vocational Education found that although the total program of vocational and technical education has grown both in quality and in number of persons served, there are still many needs to be met. High school dropouts, graduates, and adults need at least entry-level job skills, and a larger percentage of the handicapped and disadvantaged need job training. The council feels that each program should have its own evaluation responsibilities, leaving the council to make a general assessment of the total program with recommendations rather than criticism. Evaluation areas discussed in the report include funding, local and State planning, secondary area vocational centers, occupational programs output and labor demand, career education in the elementary schools, research and development, curriculum and professional development, programs for the disadvantaged and handicapped, and other vocational education and training programs. Evaluation of these areas focused on the State's goals and priorities set forth in the State Plan, the effectiveness with which people and their needs are being served, and the extent to which council recommendations have received consideration. Recommendations for change are detailed for fiscal year 1975. (Author/MF)

ED 120 582 CE 006 981

State Plan for Career Education.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—VT-102-706

Pub Date 73

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Career Awareness, *Career Education, *Curriculum Planning, Educational Assessment, *Educational Planning, Guidelines, Higher Education, Inservice Teacher Education, Interpersonal Relationship, Post Secondary Education, Preservice Education, *Sequential Approach, Sequential Programs, State Departments of Education, State Programs, *Statewide Planning, Technical Education, Vocational Education

Identifiers—*Louisiana

The document presents Louisiana's 1973 State Plan for the development of career education. It is intended that State guides will be developed to improve all aspects of the daily curriculum and that revisions will be made to the "Handbook For School Administrators." Further, preservice and inservice programs will be established for teachers and counselors. The components of the plan are threefold: K-12, vocational-technical, and college and university education. K-12 is designed to be an experience-based, sequential plan involving six phases: career awareness; career motivation, career exploration, tentative career decisions, acquisition of career-entry skills, and career entry. Objectives are listed for each phase and possibilities for experience and information are suggested. The vocational-technical component includes secondary and postsecondary education. Objectives and purposes are stated and a plan for implementing the program is outlined. College and university education will develop certificate and degree programs in technical, career-oriented disciplines as well as take a major role in preparing school personnel to implement career education. Plans are also included for a needs assessment of education, human relations, and interpersonal skills. (KH)

ED 120 583 CE 006 982

Louisiana Career Education Objectives. What Should They Be? Bulletin No. 1409.

Louisiana State Dept. of Education, Baton Rouge. Div. of Instructional Services.

Report No.—VT-102-708

Pub Date Sep 74

Note—52p.; Prepared by Needs Assessment Section

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Articulation (Program), Career Awareness, *Career Education, Career Planning, *Educational Assessment, *Educational Objectives, *Elementary Secondary Education, Program Descriptions, State Depart-

ments of Education, *State Programs, State-wide Planning, Student Development, Vocational Development
 Identifiers—*Louisiana

While the Louisiana State Department of Education does not mandate the total scope of career education programs offered at the local levels, it is essential that a common core of ideas be promoted in order to assess the statewide progress of the programs. The bulletin presents goals and objectives for career and occupational development for ages 9, 13, and 17 based on the national assessment program for these three age levels. Career and occupational development objectives do not belong to a specific discipline but include preparation for making career decisions, improving career and occupational capabilities, possessing skills generally useful in the world of work, practicing effective work habits, and having positive work attitudes. Specific vocational skills have been purposely omitted from these objectives. Each objective for career and occupational development is listed in detail for each age level, with check points on student achievement at three critical periods in school careers: age 9, representing students at or near the end of primary school training; age 13, representing students at or near the end of elementary school training; and age 17, representing students who will soon be finishing high school training. (Author/MF)

ED 120 584 CE 006 983
 Career Guidance and the Kuder Interest Inventories.

Science Research Associates, Inc., Chicago, Ill.
 Report No.—VT-102-645
 Pub Date 73
 Note—41p.

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order No. 5-3399, no price given)

Document Not Available from EDRS

Descriptors—Career Exploration, *Counselors, *Interest Tests, *Manuals, Measurement Instruments, Occupational Clusters, Occupational Guidance, *Occupations, Secondary Education, Student Interests, Test Interpretation, Vocational Counseling, *Vocational Interests

Identifiers—Career Guidance, *Kuder Interest Inventory

The manual suggests various uses the guidance counselor can make of the Kuder interest surveys. Written by a counselor, the guide presents suggestions that reflect considerable experience with the Kuder tests. Guidelines for introducing, administering, and interpreting the instrument are included along with suggestions for ways to involve the faculty in expanding the results into a continuous process of career exploration. Suggestions are offered for ways to establish good communications concerning the tests with the school administration, community, local news media, and parents. A major feature of the manual is "the famous chart" which lists occupations that fell into the 10 major interest areas. The chart also indicates corresponding occupational briefs contained in the occupational exploration kit; file numbers contained in the career information kit; corresponding briefs contained in the widening occupational roles kit; dictionary of occupational titles numbers; and an "X" for those occupations included in the occupational outlook handbook. (Author/NJ)

ED 120 585 CE 006 996

Maintaining Relevance in Wisconsin Vocational-Technical Education Programs through Applied Research in the World of Work. A Partial Listing of Summaries of Findings and Recommendations from Validation, Evaluation and Manpower Studies Involving Surveys of VTAE Graduates and Employers.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Report No.—VT-102-750
 Pub Date 75

Note—19p.; Not available in hard copy due to marginal reproducibility of the original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Curriculum Research, *Educational Needs, *Manpower Needs, Occupational Surveys, Program Evaluation, Relevance (Education), Research Projects, *Research Reviews (Publications), *State Programs, Student Needs, *Vocational Education

Identifiers—*Wisconsin

The report presents abstracts of 29 research studies which were designed to identify labor market requirements and evaluate vocational educational programs in the Wisconsin Vocational, Technical, and Adult Education System (VTAE). The studies were designed to answer the following questions: (1) What skills, knowledges, and competencies are important in the performance of an employee as perceived by the employee and by the employer? (2) To what extent are the present training programs meeting requirements? (3) What changes are needed to update the present programs? Based on these questions, surveys and interviews of former VTAE students and employers were conducted. The results of the surveys were reviewed in workshops by program instructors and supervisory staff and changes were incorporated into the curriculums. Findings are included for general education programs and for the occupational areas of agriculture, business and office, distributive, health, home economics, and trade and industrial. In addition, special studies were conducted to ascertain needs of disadvantaged and handicapped groups as well as overall manpower opportunities. (KH)

ED 120 586 CE 006 997
 Field-Based Testing of the Ohio Career Development Program.

Policy Studies in Education, New York, N.Y.
 Report No.—VT-102-762
 Pub Date Jul 75

Note—122p.; Not available in hard copy due to marginal reproducibility of the original

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Affective Tests, *Career Education, Cognitive Tests, Comparative Analysis, *Curriculum Evaluation, Elementary Secondary Education, Evaluation Methods, Participant Characteristics, *Program Effectiveness, Program Evaluation, *State Programs, State Schools, *Student Testing, Tables (Data), Testing, Test Results, Vocational Development

Identifiers—*Ohio, Program Nonparticipants

The report presents the fourth evaluation of the Ohio Career Development Program for Grades K-10. Although career education programs appeared to be successful on observation, the administration of curriculum-based tests in 1973 showed no major difference between results of the program and nonprogram students. Policy studies in education developed and administered field-based tests in order to test the hypothesis that program students were learning more than nonprogram students, but that program students could not fully demonstrate their knowledge on curriculum-based tests. The outcome of this project resulted in a set of test results for grades 3, 6, 8, and 10 in seven cities, and a set of test instruments for these grades with potential for statewide use. Program students did score significantly higher than nonprogram students on both the cognitive and affective tests. The field-based method of creating tests successfully identified what program students were learning as well as what they were not learning. The tests also told in what ways program students were superior to, equal to, and inferior to nonprogram students. The report details the background of the study, methodology, outcomes of the test development procedure, and findings. Thirty-five of the tabulated test results are appended. (Author/RG)

ED 120 587 95 CE 007 013

Career Education in Appalachian Maryland: Awareness. Elementary Supplemental Activities Level 5.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education; Washington County Board of Education, Hagerstown, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—83p.; For related documents, see CE 006 473-476 and 006 587

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Awareness, *Career Education, Educational Objectives, Elementary Education, *Grade 5, *Learning Activities, *Teacher Developed Materials
 Career education activities for use in Grade 5 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, so-

cial studies, and workshop abilities. The bulk of the document consists of six units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index, correlation chart and resource list are included. (EC)

ED 120 588 CE 007 047

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 1.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—3,169p.

EDRS Price MF-\$5.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, *Technical Education, *Vocational Education

Documents announced in the Volume 9, Number 1 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 9, Number 4. The microfiche set is arranged in the following sequence: (1) a VT number list of those documents in the microfiche set for Volume 9, Number 1, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

CG

ED 120 589 CG 010 412

Mink, Oscar G.

A Composite Counseling Strategy for Developing Internal Locus of Control Orientations and Success Expectancy.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Counseling, *Behavior Change, College Students, *Counseling, *Locus of Control, *Models, Research Projects, Success Factors, *T Groups

Internal-External Locus of Control refers to the extent to which persons perceive contingency relationships between their actions and subsequent outcomes. Those who believe they have some control over payoffs in their lives are called "Internals." "Externals," on the other hand, believe consequences are directed by agents outside of themselves. Beginning in 1968 on the campus of Penn State University and continuing through to the present, the author has assisted in or conducted a series of investigations aimed at identifying and defining counseling strategies which assist clients in developing internality. The investigations at Penn State were conducted as pilot studies in group process. These studies were not conducted as traditional experiments but utilized clinical observations and quasi-experimental designs, using experimental groups as their own control. The subjects were college students, professors and administrators from a large state

university who attended a three-day group weekend. In all there were 127 participants divided into nine T-groups. The counselors synthesized and applied Rogerian relationship variables, reinforcement counseling, traditional T-group work, and Reality Therapy. Results indicate significant shifts in the direction of internality on the part of the participants, as measured by the Rotter E-I scale with females registering the least amount of change. (Author/HMV)

ED 120 590 88 CG 010 415
McBain, Susan L., Comp. And Others
Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
 Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplemental Centers and Services.
 Pub Date Aug 75

Note—115p. Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Catalogs, Classification, Counselor Performance, *Counselors, Counselor Training, *Guidance Personnel, Higher Education, *Performance Based Education, *Program Descriptions
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Vocational Education Act 1963

This catalog, describing a number of competency-based programs for the education and training of guidance and counseling personnel, is organized into two sections: educational programs and summary lists of competencies. Five areas of classification according to types of client needs are presented for each section: (1) Using Systematic Planning and Evaluation to Improve Career Guidance Programs; (2) Meeting the Career Needs Common to All Clients; (3) Meeting the Unique Career Needs of Special Target Groups; (4) Using and Evaluating Intervention Techniques (Direct and Indirect); and (5) Maintaining and Improving the Educational System and Environment. For each educational program there is a general description and information on the format, contact person, any needed outside resources, and program evaluation data. For each competency list the format and contact person are also noted. The catalog concludes with alphabetical indices of programs cross-referenced by titles and authors, and similar indices for the competency lists. (SJL)

ED 120 591 CG 010 417
Meyer, Robert J. Lewis Robert A.
New Wine from Old Wineskins: Marital Power Research.

Pub Date 23 Aug 75
 Note—21p. Paper presented at the Annual Meeting of the National Council on Family Relations (Salt Lake City, Utah, August 19-23, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, *Decision Making, Family Life, *Individual Power, *Interpersonal Relationship, Interviews, *Marriage, *Power Structure, Psychological Studies, Research, Surveys

Methodological sophistication and conceptual complexity in the area of marital power has resulted in more questions than answers. The greatest danger of such a situation is a cessation of research motivated by fear of added mistakes, and supposedly justified by the lack of better measures and conceptualizations. Two particular stumbling blocks have been annoying differences between husbands' and wives' perceptions and low correlations between different measures of marital power. This study addresses both of these issues in two ways: (1) it reexamines some of our theoretical assumptions and empirical expectations; (2) it presents data which illustrate the advantages of utilizing measures which tap nontarget as well as targets concepts. In short, this paper should be viewed as one example of extracting new information from old and imperfect instruments. (Author)

ED 120 592 CG 010 418
Gelso, Charles J. And Others
Perceptions of "Counselors" and Other Help Givers: A Consumer Analysis. Research Report 3-75.

Maryland Univ., College Park. Counseling Center.
 Report No—RR-3-75
 Pub Date 75

Note—14p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—College Students, *Counselor Characteristics, Counselor Role, *Counselors, Helping Relationship, Professional Recognition, Psychiatrists, *Psychologists, Rating Scales, *Role Perception, *Student Problems

This study compared perceptions held by clients seeking counseling of high school counselors, college counselors, advisers, counseling psychologists, clinical psychologists, and psychiatrists. While five of the six groups were not differentiated in terms of personal characteristics, wide differences emerged, even within the three counseling fields, regarding the types of problems students would discuss with members of the groups. (Author)

ED 120 593 CG 010 419
Forrer, Stephen E. And Others
Measuring Japanese Racial Attitudes. Research Report 4-75.

Maryland Univ., College Park. Cultural Study Center.
 Pub Date 75
 Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*College Students, Comparative Analysis, *Cultural Factors, Foreign Countries, Higher Education, Psychological Studies, *Racial Attitudes, Racial Factors, *Student Attitudes
 Identifiers—*Japan

Three forms of the Situational Attitude Scale (SAS) were administered to 371 Japanese college students in order to measure their attitudes toward blacks, Koreans, and neutral persons without racial reference in 10 social and personal situations. Data were analyzed by analysis of variance and Scheffe post hoc comparisons. The subjects were found to respond negatively to both blacks and Koreans, but more so toward Koreans. Females responded more negatively than males to blacks and Koreans in situations involving potential physical harm. The overall pattern of responses of Japanese subjects on the SAS was similar to that of American or Danish subjects. (Author)

ED 120 594 CG 010 420
Bell, T. H.
The Family as Educator.

Pub Date 15 Oct 75
 Note—9p. Paper presented at the Child and Family Conference (Columbia University, New York, New York, October 15, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Educational Needs, *Family Influence, Family Involvement, *Parent Child Relationship, *Parent Education, *Social Change, Speeches

The speech briefly addresses a variety of educational needs emerging due to changing social and family influences. The view emphasizes education as life itself rather than preparation for life. Three propositions are developed from this view: 1) we must get away from the notion that education takes place only in a formalized setting; 2) we must recognize that education extends from birth through adulthood; and 3) our formal school curricula have been too "correct answer" oriented. (SJL)

ED 120 595 CG 010 421
May, Richard D.
Guidance Program Evaluation—The Counselor's Role.

Pub Date Nov 75
 Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Behavioral Objectives, Cost Effectiveness, *Counselor Performance, *Counselor Role, *Formative Evaluation, *Guidance Functions, Guidance Services, Guidelines, *Program Evaluation

Counselors should strive to improve perceptions of the guidance program and counselor functions as well as the guidance process and resulting product. It is essential that the functions

performed, and the manner in which they are performed, be evaluated through both internal and external assessment. The following steps are recommended for program evaluation: (1) conduct a needs assessment, and survey counselor concerns and values; (2) develop broad goals and specific objectives of the program; (3) establish specific objectives for each counselor; (4) organize realistic priorities; (5) evaluate counselor effectiveness; (6) revise objectives and explore alternatives; and (7) communicate with other counselors and the public. (SJL)

ED 120 596 CG 010 422
Martinko, Agnes
Educational Counseling Services for Nonschool

Adults, Including: Adult Basic Education, Career Resource Centers, District Library Centers, Employment Security Offices, General Education Development, Rehabilitation Facilities, Skill Centers.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
 Pub Date May 75

Note—38p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Counseling, Adults, *Educational Counseling, *Employment Services, Needs, *Program Descriptions, *State Programs, Vocational Counseling
 Identifiers—Pennsylvania

The concept of lifelong learning places new emphasis on helping out-of-school adults make their educational and employment choices. Educational institutions are beginning to extend their counseling services to adults who need them. However, other agencies and various educational programs designed to meet specific adult needs, which include educational and/or employment counseling, operate throughout the state of Pennsylvania. This report identifies the types and locations of the various counseling services within the state on a regional basis. While this report focuses on specific services in a single state, it offers guidelines to others, relating to services which might be offered as part of a total state service program to all adults in that state. (Author/CJ)

ED 120 597 CG 010 423
Lyons, Don R.
Source of Individual Differences in Digit Span.

Technical Report 1.
 Oregon Univ., Eugene. Dept. of Psychology.
 Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 75
 Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Doctoral Theses, Experimental Psychology, *Individual Differences, *Information Processing, *Learning Processes, *Memorizing, *Mnemonics, Performance Factors, Psychometrics, Recall (Psychological), Thought Processes

Individual differences in the ordered recall of list of digits are examined experimentally. The resulting evidence argues that neither differences in rehearsal strategies nor differences in the tendency to group and chunk the digits are major determinants of differences in digit span size. Further experiments attempt to pinpoint the source of individual differences in the sequence of basic information processes hypothesized to underlie performance on the task. The results implicate early processing stages. (Author)

ED 120 598 CG 010 424
Stewart, Mark A.
What Are the Problems of a Hyperactive Child?

Pub Date Sep 75
 Note—8p. Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Behavior Change, Behavior Problems, *Children, *Drug Therapy, Environmental Influences, *Hyperactivity, *Parent Education, Speeches, Teacher Behavior

A rationale for being skeptical of drug treatment for hyperactive children is that there is no learning of desired behaviors. Changes in the child's behavior do not carry over to the time when treatment is stopped. The proper approach

is viewed as working with parents and teachers to develop behavioral and social means in the problem management of a hyperactive child before resorting to drugs. The author believes that the success of behavioral management shows that the home and school environment can often be changed so that the hyperactive child becomes a happy hyperactive rather than an unhappy, problem child. (SJL)

ED 120 599 CG 010 426

Amato, Josephine

Effect of Pupil's Social Class Upon Teachers' Expectations and Behavior.

Pub Date 30 Aug 75

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Behavior Patterns, Educational Research, Elementary Education, *Expectation, *Profile Evaluation, *Socioeconomic Status, Student Records, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

Pupil profiles were presented to teachers which varied on the Social Class (MC/LC) and IQ (131/93) information they contained. Half the Ss (committed condition) completed a questionnaire after reading the profile but prior to working with a child confederate on a task. All Ss completed a questionnaire on the child confederate after the task. On both questionnaires adjective ratings showed few Social Class differences. However, Ss predicted that the LoSES pupil would obtain less education and his parents were rated as less interested in his education and desiring less education for him. The effect of Social Class on teacher behavior varied as a function of Commitment: in the Uncommitted condition the LoSES pupil received a greater percentage of Positive Affect Statements; in the Committed condition the HiSES pupil was favored. (Author)

ED 120 600 CG 010 428
Pupil Personnel Services in California Public Schools: Needs, Problems, and a Plan for Solutions.

California State Dept. of Education, Sacramento. Bureau of Pupil Personnel Services.

Pub Date 75

Note—101p.; Prepared by the Guidance and Counseling Task Force

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Counseling Services, Educational Assessment, *Educational Improvement, Elementary Secondary Education, Guidance Programs, Guides, *Needs Assessment, *Program Development, *Program Planning, *Pupil Personnel Services

Identifiers—California, Elementary Secondary Education Act Title III, ESEA Title III

The Guidance and Counseling Task Force of the California State Department of Education was charged with the task of studying the pupil personnel services available to students in California schools and of developing a plan for improving and extending those services where needed. This document is the result of more than a year of study and direct consultation with hundreds of professional and lay persons and includes their subsequent reactions to a first of a proposed plan completed in July 1973. It presents the results of the most comprehensive study of pupil personnel services ever conducted in California and the means of improving those services. Members of school district governing boards, superintendents of schools, principals, pupil personnel specialists, and concerned citizens will find in this publication significant proposals for improvement that should be useful. The four major subjects dealt with in this publication are the following: (1) results of a statewide assessment of the needs and problems of individuals and society in relation to pupil personnel services; (2) plan of the State Department of Education for improving pupil personnel services in California; (3) development of plans for improving pupil personnel services provided by offices of county superintendents of schools and school districts; and (4) promising practices and programs in California schools related to satisfying identified individual and societal needs through pupil personnel services. (Author)

ED 120 601 CG 010 429

Medway, Frederic J. And Others

Different Blames for Different Names: Divergent Self-Other Attributions for Success and Failure.

Pub Date May 75

Note—15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Achievement Rating, Behavior Patterns, College Students, Failure Factors, *Locus of Control, *Motivation, Performance Factors, *Psychological Characteristics, Psychological Studies, Research Projects, *Social Attitudes, Success Factors
Identifiers—*Attribution Theory

The effects of actor identity on achievement attributions for success and failure were investigated. Subjects filled out a locus of control scale either for themselves, a neutral other, a liked other, or a disliked other. Within each actor identity variation, the scale items were either (1) unchanged from the original version or specified as (2) important or (3) unimportant. On positive (success) scale items, more personal causation was assigned for neutral and liked others than for the self and less for the self than for disliked others. On negative (failure) scale items, less personal causation was assigned for liked others than for the self and neutral others and less for these two groups than for disliked others. Further inspection of individual causes (ability, effort, task difficulty, and luck) indicated that successful neutral others were credited similar to liked others and unsuccessful neutral others were blamed similar to disliked others. Item importance had little effect on causal attributions and did not produce evidence consistent with self-serving attributional notions. The implications of the results for both attributional analyses of achievement motivation and self-other perspective were discussed. (Author)

ED 120 602 CG 010 430

Thom, Patricia And Others

The Women's Resource Centre: An Educational Model for Counseling Women.

Note—9p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association (Vancouver, British Columbia, June 4-6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Counseling Centers, *Counseling Services, *Educational Needs, Females, Higher Education, Personal Growth, Program Descriptions, Program Development, *Womens Education

Identifiers—University of British Columbia

This paper is an account of content and development of the programs and services of the University of British Columbia, Centre for Continuing Education's Women's Resources Centre. The centre is designed to meet the needs of adult women who wish to move toward emotional and economic self-sufficiency. An educational, learning skills approach is used to design appropriate programs. One of the components of the service described in the paper is a training and volunteer employment program for women who help staff the centre. The forms that counselling takes within the centre are described. (Author)

ED 120 603 CG 010 432

Litow, Leon Smith, Marcia D.

A Review of Plight and Transition in School Psychology.

Pub Date [75]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Change Agents, Community Services, Consultants, *Educational Improvement, Models, *Professional Services, *Psychological Services, *Role Perception, *School Psychologists

Over the past decade school psychology has been rapidly developing into a distinct specialty. The current status of this developing specialty is reviewed with respect to delineating the areas of disenchantment and pinpointing new directions within the profession. Considering the variety of models or approaches for guiding school psychology into new directions, it appears that school psychology will continue to offer a diversity of services. Therefore, it is suggested that school psychological services may be delivered on the basis of a multi-purpose, multi-method system. (Author)

ED 120 604 CG 010 433

Mason, Evelyn P.

Effects of Cross-Age Peer Relationships. Final Report.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.; Rockefeller Foundation, New York, N.Y.; Western Washington State Coll., Bellingham.

Pub Date 75

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, College Students, *Cross Age Teaching, *Dropout Prevention, Helping Relationship, Junior High School Students, *Minority Group Children, Paraprofessional Personnel, *Peer Counseling, Program Descriptions, Self Concept, *Special Counselors

Twenty college students from American Indian, Chicano, Anglo and Black ethnic backgrounds were recruited to work in the Cross-Age Peer Relationship Project. They became involved in a program of educational remediation and facilitation for junior high age youth from similar backgrounds. Each counselor trainee was assigned a junior high school in order to work cooperatively with the school faculty to organize recreational activities and assist in the classroom. Each counselor trainee also conducted group counseling sessions under the supervision of the project director. The program results indicate that the minority youth responded positively to the project. A followup of the participants indicates that all are still in school, and all are doing creditable work. (SJL)

ED 120 605 CG 010 434

Arkowitz, Hal And Others

Treatment Strategies for Social Inhibition Based on Real-Life Practice.

Pub Date Dec 75

Note—14p.; Paper presented at the meeting of the Association for the Advancement of Behavior Therapy (San Francisco, California, December, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Anxiety, *Behavior Change, *Dating (Social), *Interpersonal Competence, Methods, Psychological Patterns, Psychological Studies, *Social Development, Social Relations, Speeches

This paper reviews recent evidence on a new treatment procedure for dating anxieties and inhibitions based on real-life practice dating interactions. The procedure involves randomly pairing opposite-sexed partners (both of whom are volunteers for the treatment program) for a series of practice dates, each with a different partner. Data from five studies are summarized, and point to the effectiveness of the practice dating procedure, compared to control groups and compared to other behavioral treatment procedures. The economy of the procedure for widespread administration with a minimum of professional time suggests that it holds promise in institutional applications such as mental health clinics and counseling centers. (Author)

ED 120 606 CG 010 435

Abernathy, Tom J.

The Meaning of Marriage: The Perceptions of Dating, Engaged, and Cohabiting Students.

Pub Date Aug 75

Note—18p.; Paper Presented at the Annual Convention of the National Council on Family Relations (Salt Lake City, Utah, August 19-23, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Attitudes, *Changing Attitudes, College Students, Interpersonal Relationship, *Marriage, Psychological Studies, *Role Perception, *Single Students, Social Attitudes, Surveys

This research examines adolescents' perceptions of marriage and marital roles, as measured by a variation of the Kuhn-McPartland Twenty Statements Test. Differences in the meanings given by dating and engaged students suggest that courtship may serve as a process of socialization to married roles. Results also reveal that the perceptions of females who are cohabitating differ from those in the traditional pattern of courtship and are actually similar to those of males. (Author)

48 Document Resumes

ED 120 607 CG 010 436

Coulter, W. Alan. And Others
Project ASSIST: A Support System of Intervention Strategies for Teachers. Psychological Services in a Rural Region.

Note—10p.; Paper Presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Ancillary Services, Consultants, Elementary Secondary Education, Program Descriptions, *Psychological Services, *Regional Cooperation, *Rural Schools, *School Psychologists, *School Services
 Identifiers—*Project ASSIST, Texas

The provision of ongoing psychological services to small rural schools has been a continuing problem to administrators for some time. With the advent of Plan A Comprehensive Special Education in Texas, small districts with less than 3,000 average daily attendance were encouraged to form cooperatives for special education services. The challenge to provide continuous services was then presented to the Region IX Education Service Center which developed Project ASSIST, a program providing psychological services to rural schools. Project ASSIST is locally financed through a cooperative arrangement of participating districts. Presently, four full-time school psychologists provide week to week assistance to regional school districts covering a 14,000 square mile area. Using a consultant model, Project ASSIST provides six service components to teachers, students and others: (1) appraisal and programming for intervention; (2) in-service education; (3) counseling; (4) staffing; (5) third party consultation; and (6) program evaluation. This article describes these services. (Author)

ED 120 608 CG 010 437

Larwood, Laurie. And Others
Sex Role as a Mediator of Achievement in Task Performance.

Pub Date 75
 Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

Available from—Laurie Larwood, School of Management, SUNY-Binghamton, Binghamton, New York, 13901

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Achievement Need, Behavioral Science Research, Females, Goal Orientation, Males, *Motivation, *Performance Factors, Research Projects, *Sex Differences, *Sex Role, *Task Performance

Ninety-six male and female undergraduates participated in a test of the influence of sex role on performance in a masculine task. Subject sex, norm (challenging or not challenging), and experimenter (male, female, or no experimenter present) were varied in a 2 x 2 x 3 design. When challenged, subjects worked more successfully in the presence of a female than before a male or with no experimenter present. Results support the hypothesis that the arousal of achieving tendencies may depend in part on the importance and consciousness of role cues. Implications for industrial performance and for future research are discussed. (Author)

ED 120 609 CG 010 438

Smith, Jim
Family Therapy in a State Hospital: Problems, Pitfalls and Possibilities.

Pub Date 75
 Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Counseling Programs, *Family Counseling, Family Problems, *Hospitals, Program Descriptions, Program Development, Psychological Services, *Psychotherapy, State Programs, Therapy

The problems of doing family therapy in any mental health setting are well-known. Trying to get a program of family therapy established in a state hospital has its own share of problems. But it also has its payoffs. This presentation describes

the establishment of a family therapy program in one state hospital, highlighting the problems and payoffs of the program. An historical approach is taken, recounting the stages of the program's development. Some general issues are then considered. (Author)

ED 120 610 CG 010 439

Hendricks, C. G. And Others
Self-Managing Stress and Tension.

Pub Date Apr 75
 Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 to April 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Adjustment (to Environment), *Anxiety, Behavioral Science Research, *Behavior Change, *Desensitization, Educational Programs, *Group Therapy, Program Descriptions, Self Control

Anxiety, or stress and tension, is a major problem in education for teachers as well as students. Training in the self-management of stress and tension seeks to help a person learn how to reduce tension and how to change the stress-producing features of the environment. The training program described in this paper is based on a variation of systematic desensitization, but emphasizes the use of relaxation as an active coping skill in everyday life situations. Specifically, the training program attempts to teach the following: (1) the nature of stress and tension; (2) the way in which each individual personally experiences stress and tension; (3) the identification of environmental and cognitive events which trigger stress and tension behaviors (tensions); (4) development techniques for deep relaxation; (5) the use of "instant relaxation" in those situations which cause stress; and (6) ways to change physical and social events which cause tension. The training program, a self-contained nine-hour workshop, is described in this paper. Data and reactions from a preliminary evaluation are also included. (Author)

ED 120 611 CG 010 440

Guidance Management Model: Planning and Program Development, Need Assessment, Monitoring and Evaluation, Budgeting and Control.

Peat, Marwick, Mitchell and Co., Philadelphia, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date [19 Dec 75]

Note—161p.; Presented at the Annual Convention of the North Atlantic Regional Association for Counselor Educators and Supervisors (Kaimesha, New York, October 7-9, 1975)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Evaluation Methods, Guidance Functions, *Guidance Programs, *Management Systems, Models, *Needs Assessment, Program Descriptions, *Program Development, *Program Planning, Public Schools, Speeches

Identifiers—*Pennsylvania

This manual describes a guidance management system which utilizes techniques necessary to identify, plan, implement, control, and assess guidance program activities and services in relation to the school district's changing needs and guidance policy formulation. To be responsive to existing constraints and potentialities within the public school system the management system undertook to 1) plan and organize to collect and analyze information on the existing guidance delivery system and organization; 2) determine general parameters of the planning, control and evaluation functions of the management design; and 3) specify organizational structure to accommodate the assignment of responsibilities and decision-making. The manual discusses the components of the guidance management system as they relate to policy formulation and management, and describes how these components (needs assessment, program development and budgeting, program operations and monitoring, and program evaluation) are operationalized through the techniques of developing a guidance program structure, formulating goals and objectives, conducting program analysis, and collecting and reporting guidance program information. (Author/SJL)

ED 120 612 CG 010 441

Brodyaga, Lisa. And Others
Rape and Its Victims: A Report for Citizens, Health Facilities, and Criminal Justice Agencies. A Prescriptive Package.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date Nov 75

Note—339p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage
 Descriptors—*Community Support, Cooperative Planning, *Crime, *Females, *Guidelines, Hospitals, Legal Aid, Medical Services, Police, *Rape, Surveys

This book is addressed to police administrators, hospital administrators, prosecutors, and citizens involved in community action who are prepared to re-examine their agencies' response to cases of rape. It provides information and analysis to spark such a review and outlines suggestions for coping with problems that commonly hinder change. The discussion is confined to forcible rape of adult women, generally defined as the carnal knowledge of a female through the use of force or threat of force by a male other than her husband. The book is divided into four sections: "The Police Response," "The Response of Medical Facilities," "The Response of Prosecutors' Offices," and the "Response of Citizens' Action Groups." The material presented in each is based upon the findings of national surveys conducted among each of these four groups, with special emphasis placed on agencies that have begun innovative changes in their approach to cases of rape. Each section presents findings from these nationwide surveys and then suggests guidelines for other seeking ways to improve their procedures in such cases. Insights gained from monitoring rape victim projects or innovations underway in six jurisdictions are presented in Appendix V. A basic finding in these studies was that the function of police departments, hospitals, prosecutors, courts, and citizen groups are highly interdependent. (Author)

ED 120 613 CG 010 442

Dunn, Dennis J. Korn, Thomas A.
Community Based Rehabilitation Services for Youthful Offenders in Rural Areas. Special Report.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-242-880; SRS-16-56821-003

Pub Date Nov 73

Note—108p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$5.25, MF \$2.25, order No. PB 242 880)

Document Not Available from EDRS

Descriptors—*Community Programs, *Delinquent Rehabilitation, Delinquents, Demonstration Projects, Occupational Guidance, Program Descriptions, Program Evaluation, Rural Youth, Skill Development, *Vocational Counseling, *Vocational Rehabilitation, *Young Adults

A model program for providing vocational rehabilitation services to rural youthful offenders was developed and a demonstration project using the model program conducted. Twelve youthful offenders referred by the local correctional personnel were served. The results of the demonstration project indicated that the overall program was most effective with youthful offenders who were in school at the time of referral. The vocational exploration and evaluation program component was shown to attain specified goals for identification of immediate and future vocational goals and service needs, but to be less effective in attaining specified goals for client awareness. Obtaining necessary services for youthful offenders using community agencies proved to be a problem for a variety of reasons. In particular the vocational counseling and vocational skill training service needs remained unmet. Based upon the experience from the demonstration program a revised program for service was developed. (Author)

ED 120 614 CG 010 443

Schuchat, Theodor
Planning the Rest of Your Life: Phi Delta Kappa Educational Foundation Fastback No. 61.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—25p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (HC \$0.50, quantity discounts available, money must accompany all orders for less than \$5.00 or add \$1.00 for handling)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adjustment Problems, Decision Making, Human Living, *Leisure Time, Life Style, *Older Adults, *Personal Adjustment, *Planning, *Retirement

This booklet is written to encourage persons approaching retirement age to begin to prepare for the transition to a different life that can be productive and rewarding. The author addresses four questions: 1) Are you ready to retire? 2) Can you afford to retire? 3) Where will you live? and 4) How will you spend your time? The author believes that how you feel about retirement, and the ways you prepare for it, will largely determine how you fare in retirement. (SJL)

ED 120 615

CG 010 444

Marshall, Richard

Conductance Implication of Job Change-Residence Change.

Pub Date 18 Aug 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Change, Consumer Economics, *Costs, *Decision Making, Guidelines, *Occupational Mobility, *Relocation, Residential Patterns

This paper proposes to offer guidance and a decision tree checklist to those professional, federal, state, municipal, charitable and educational institutional employees who are not privy to relocation expense packages and are thereby left to their own devices to accomplish the move. (Author)

ED 120 616

CG 010 445

Hamilton, Laurie S. And Others

Research Utilization Specialists in Vocational Rehabilitation: Five Years of Experience.

Florida Univ., Gainesville. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Apr 75

Grant—SRS-DHEW-15-P-57686; SRS-DHEW-P-55142

Note—166p.

Available from—Rehabilitation Research Institute, Box J-155, JHMH, University of Florida, Gainesville, Florida 32610 (HC \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Demonstration Projects, *Program Descriptions, Program Evaluation, *Project Applications, Researchers, *Research Utilization, Social Agencies, State Agencies, *Vocational Rehabilitation

Identifiers—"Research Utilization Specialists

This joint final report of nine Research Utilization Specialists (RUS) Demonstration projects conducted in state vocational rehabilitation agencies covers all aspects of the projects including resources used, roles and functions, dissemination and utilization strategies, and project outcomes. It is primarily a casebook, presenting specific instances in the RUS's own words, and is intended for use by social service agency administrators contemplating the introduction of an RUS program and by new RUSs for guidance in their activities. (Author)

ED 120 617

CG 010 446

Alvir, Howard P.

Outlines Useful for Providing Technical Assistance to Community Education Programs.

Pub Date 21 Jan 76

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—"Community Education, *Needs Assessment, *Program Development, Program Proposals, Questionnaires

This document contains three sets of rough notes designed to help community education programs. These ideas are rough notes that are intended to spell out some of the problems and issues that confront any researcher tackling the new problem of community education programs. These ideas are addressed to State Educational Agencies (SEA) interested in providing technical assistance to community education programs. (CEP). The first section, Definition, is based

upon the Federal Register and tries to provide a point-by-point definition of CEP. This definition is based upon the letter and spirit of the relevant legislation. Section 2, Needs Analysis, provides a questionnaire that can be used to establish community needs. In addition, a checklist is provided that helps educators identify potential community leaders. A form is provided to record the data acquired from community leaders. Section 3, SEA-Criteria and Criteria-Based Proposal Sample, provides an example of exactly what to do when either a Local Educational Agency (LEA) or State Educational Agency (SEA) contemplates conduct a community education program (CEP). This proposal sample is based upon the 210 criteria points used to evaluate proposals. (Author)

ED 120 618

CG 010 447

Winderman, Gary

A Comparison of the Counseling Priorities of Counselors and Students at Four Community Colleges.

Pub Date [73]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Check Lists, *Community Colleges, *Counselor Functions, Counselors, Junior Colleges, Junior College Students, Perception, *Role Perception, *Sex Differences, *Student Attitudes

This study was concerned with determining if significant differences existed between various groups of students and counselors connected with two urban and two suburban public community colleges in regard to their perceptions of appropriate counselor roles and functions. The test instruments used were The Counseling Appropriateness Check List and The Ranking of Counselor Functions. The results revealed that significant differences existed between all students and all counselors in their perceptions of counseling. The results further revealed that the expected differences between urban and suburban students were not significant at the .05 level of confidence. Male and female students did not exhibit great differences in their perceptions of counseling. Male and female counselors were also not in significant disagreement. (Author)

ED 120 619

CG 010 448

Feshbach, Seymour Feshbach, Norma D.

Children's Rights and Parental Punishment Practices.

Pub Date Aug 75

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Anxiety, Behavior Change, *Child Advocacy, Child Rearing, Children, *Discipline, Empathy, *Parent Child Relationship, Psychopathology, *Punishment, *Reinforcement, Speeches, State of the Art Reviews

The authors discuss parental punishment practices that do not violate children's physical integrity. Physical punishment is still quite prevalent in the United States and Great Britain. Many studies indicate that not only does physical punishment not prevent the recurrence of undesirable behaviors, but it leads to psychopathology, especially delinquency and aggressive anti-social behavior in the child. As to the consequences of psychological punishment such as love withdrawal and ridicule and guilt induction, research results are not very clear, though there is some evidence which suggests psychological punishment also leads to anxiety and psychopathological disturbances. Several alternatives to punishment as child rearing practices are suggested: the training in behaviors which are incompatible with the disapproved responses, and parental action contingent upon the child's commission of a deviant act. Empathy and reasoning should govern parental discipline, and the latter should address itself to the reasons rather than the consequences of children's misbehavior. The authors conclude that parental discipline should be a public, rather than private issue. (Author)

ED 120 620

80

CG 010 449

State Educational Accountability Repository: SEAR. A Program of the Cooperative Accountability Project. Bulletin No. 5054.

Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Bull-5054

Pub Date 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—"Accountability, Bibliographies, Bulletins, *Educational Accountability, *Educational Objectives, *Information Dissemination, Projects, Publications, *State Agencies Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, SEAR, *State Educational Accountability Repository

This bulletin briefly describes the functions and services offered by the State Educational Accountability Repository (SEAR), a program of the Cooperative Accountability Project (CAP). SEAR was created as a center to collect information about state accountability efforts and to disseminate it to state education agencies, and to develop accountability-related documents based on collected articles. Information collected included material on accountability legislation, assessment and evaluation programs, educational goals and objectives, performance indicators, correlates of achievement and dissemination methods and problems. SEAR develops various reports and bibliographies from the accountability information collected in the repository. The bulletin lists a number of upcoming CAP publications, many which are concerned with educational, legislative and testing issues. (SE)

ED 120 621

CG 010 450

Greaves, Frederick M.

The 1964 Graduation Class Revisited: 1975. A Survey of Educational and Occupational Accomplishments During the Eleven-Year Interval.

Salinas Union High School District, Calif.

Pub Date Jul 75

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—"Academic Achievement, Comparative Analysis, *Demography, *Employment Patterns, Followup Studies, *High School Graduates, Occupational Surveys, Secondary Education, Sex Differences

This is a followup survey of the 1964 graduation classes of two high schools from the Salinas Union High School District. The survey starts with a classification of the sex, ethnic/racial composition, four-year grade-point-average, derived I.Q. and programs, followed by a statistical description of the 1964 graduating class. Following is a general description of the occupational activities of the graduates as of May 1975, with analyses of activities by grade-point-average, sex, derived I.Q. The educational careers of the 1964 graduates are described in detail and analyzed according to the aforementioned variables. Ranking by the graduates of the five most serious problems with which their community high schools must deal are reported. The survey concludes with an appendix which classifies the graduating classes of 1968 to 1975 in a way similar to that for the 1964 class. (SE)

ED 120 622

CG 010 452

Career Index: An Annual Compilation, 1975-1976. A Reference Listing of Free or Inexpensive Vocational and Educational Guidance Materials.

Note—163p.

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118

Document Not Available from EDRS

Descriptors—"Audiovisual Aids, Careers, Counselors, *Educational Guidance, Guidance, *Indexes (Locators), *Occupational Guidance, Publications, *Reference Materials, *Resource Materials, Resources

The Career Index is primarily a reference listing of free or inexpensive vocational and educational guidance materials for counselors and students. Other items of interest to school personnel are also included. Completely updated during the summer of 1975, the Career Index is a compilation of about 740 sources of publications and audiovisual materials. These materials are listed alphabetically by source and cross-referenced by occupational, professional, or educational subjects. Chronicle Guidance has continued the policy of printing only listings verified by the issuing agencies. All titles in the source section were

available as of summer 1975. Counselors should bear in mind, however, that some items, especially those marked free by an asterisk in front of titles may become unavailable because of heavy demand for them as a result of their having been listed in the Index. Titles are cross-referenced in two sections. The Occupational Information section is prepared by job title and code numbers from the Dictionary of Occupational Titles, 3rd Edition. The Educational and Professional Information section includes nonoccupational materials, such as those used by students making educational choices and those items of interest to counselors and other school personnel. (Author)

ED 120 623 CG 010 453

Women in 1974.
Citizens Advisory Council on the Status of Women, Washington, D.C.
Pub Date May 75
Note—65p.

Available from—Superintendent of Documents, U.S. government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-0093-8, HC \$1.20)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Civil Rights, Equal Opportunities (Jobs), *Federal Legislation, *Females, Feminism, *Laws, Legislation, Mass Media, Organizations (Groups), *Sex Discrimination, State of the Art Reviews, Status

This is a report on the legal, political and social status of women in the year 1974. The report includes the laws passed by Congress for equal rights for women, laws for equal pay, amendments that provide for flexible working hours and childbearing leave for women; and some cases of job discrimination against women. Legal amendments to insure equality in education are reviewed. Discrimination in employment as well as inaccurate presentation of women in the news media are discussed, and legislation passed by the 93rd Congress is listed. Finally, a long appendix is included which has a list of women state legislators, women in congress, organizations supporting and opposing the Equal Rights Amendment, and other documents. (SE)

ED 120 624 CG 010 455

Petersen, Robert C., Ed. And Others
Marihuana and Health. Fourth Annual Report to the U.S. Congress from the Secretary of Health, Education, and Welfare, 1974.
National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.—DHEW-ADM-76-181
Pub Date 75

Note—74p.; Reprint
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Annual Reports, *Behavioral Science Research, Behavior Patterns, *Drug Abuse, *Marihuana, Psychological Patterns, *Research, Socially Deviant Behavior

This report examines the extent and nature of marihuana use in the U.S. It presents information on the social and psychological influences as well as the toxicological and pharmacological effects. It also analyzes effects on behavior and discusses therapeutic aspects of the drug. (Author/HMV)

ED 120 625 95 CG 010 456

Bernard, Michael E.
The Effects of Advance Organizers and Within-Text Questions on the Learning of a Taxonomy of Concepts. Technical Report No. 357.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—WRDCLL-TR-357
Pub Date Dec 75

Contract—NE-C-00-3-0065
Note—274p.; Ph.D. Dissertation, University of Wisconsin

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Descriptors—Behavioral Science Research, *Concept Formation, Elementary Secondary Education, *Instruction, *Learning Processes, *Learning Theories, *Organization, Psychological Patterns, Research Projects, Taxonomy

This study, presented in three parts, investigated the effects of a group of single-concept instructional variables on the learning at an advanced level of attainment of taxonomy of behavior management concepts. The effects of presenting advance organizers and inserting within-text questions was also examined. The in-

fluence of the single-concept instructional variables, advance organizers, and within-text questions on the understanding of supraordinate-coordinate-subordinate relationships among the concepts within the taxonomy and in the recognition of the position of each concept within the taxonomy was also investigated. Subjects were 208 twelfth-grade students. Subject read a series of three written instructional or placebo lessons on three successive days. Several versions of the lessons were prepared in which the instructional variables of interest were systematically varied. The potential differential effectiveness of the instructional lessons constituted the experimental focus of concern. Single concept instructional variables resulted in a significant amount of learning across the three assessment measures in comparison with a condition of no instruction. A main effect of advance organizer and within-text questioning was found across each of the three assessment measures. It was hypothesized that advance organizers permitted subjects to sort the diverse and related information presented in the instructional lessons into separate categories. (Author)

ED 120 626 CG 010 457

Older Americans Amendments of 1975: Public Law 94-135. House of Representatives, Ninety-Fourth Congress.

Congress of the U.S., Washington, D.C.
Report No.—PL-94-135
Pub Date 28 Nov 75

Note—21p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Federal Legislation, *Laws, *Legislation, *Older Adults, *Senior Citizens, *Social Services

Identifiers—*Public Law 94 135
This Act amends the Older Americans Act of 1965 to establish certain social services programs for Older Americans and to extend the authorization of appropriations contained in such Act, to prohibit discrimination on the basis of age, and for other purposes. The law is dated November 28, 1975. (Author)

ED 120 627 CG 010 458

Rutherford, Robert B., Jr.
Behavior Modification and Therapy with Juvenile Delinquents: A Comprehensive Bibliography.

Pub Date Jan 76
Note—16p.; Occasional light print
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Behavior Change, *Bibliographies, Booklists, *Change Strategies, *Delinquents, Youth Problems

This comprehensive bibliography, reflecting 18 months of research by the author, attempts to list every book and journal article dealing with the application of behavior modification principles and techniques with juvenile delinquents. (Author)

ED 120 628 CG 010 459

Lewis, Dorothea J., Winsor, Richard J.
Handle Yourself with Care: An Instructor's Guide for an Accident Prevention Course for Older Americans.

Administration on Aging (DHEW), Washington, D.C.; National Safety Council, Chicago, Ill.
Report No.—AOA-804-IG
Pub Date May 69

Note—52p.; A few pages may reproduce poorly in hard copy due to print size
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$0.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Accident Prevention, Course Content, *Curriculum Guides, Fire Protection, Instruction, *Older Adults, *Safety Education, *Senior Citizens

Accidents are the first cause of crippling and, many times, of death, among older people. To help reduce the possibility of accidents among older people, the Administration on Aging and the National Safety Council have joined in preparing this booklet—a course of instruction in safety and accident prevention for Older Americans. It spells out positive methods for averting dangers in sufficient detail to permit its use by volunteer instructors—members of organizations and community agencies—not necessarily previously trained in accident-prevention instruction. Included in this booklet is a list of national and state organizations and agencies to contact for assistance. (Author)

ED 120 629 CG 010 460

Norem-Hebeisen, Ardyth A.
Multi-Dimensional Construct of Self-Esteem: Tools for Developmental Counseling.

Spons Agency—Minnesota Univ., Minneapolis. Office of Alcohol and Other Drug Abuse Programming; Minnesota Univ., Minneapolis. University Computer Services.

Pub Date 1 Sep 75

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Tests, Factor Analysis, Individual Development, *Measurement Instruments, Personality Tests, *Self Concept Tests, Self Evaluation, *Test Construction, *Test Validity

A multi-dimensional construct of self-esteem has been proposed and subjected to initial testing through design of a self-report instrument. Item clusters derived from Rao's canonical and principal axis factor analyses are consistent with the hypothesized construct and have substantial internal reliability. Factor analysis of item clusters produced four broad dimensions of considerable consistency with the proposed structure: Basic Acceptance, Conditional Acceptance, Real-Ideal Congruence, and Self Rating. Specific item clusters within these dimensions include Showing Feeling, Being Known, Social Sources, Performance sources, Real-Ideal, and Self-Rating. Increasing levels of basic acceptance, freedom from conditionality, congruence between real and ideal self, and a realistically derived self-evaluation is considered movement toward healthier functioning. Initial construct validity efforts show statistically significant outcomes in predicted directions in responses of dysfunctional youth. The instrument offers a means of conceptualizing and assess self-valuing processes, a significant outcomes in predicted directions in responses of dysfunctional youth.

ED 120 630 CG 010 461

Vetter, Louise
Women in Illustrations or Society Is Myopic. Sex Stereotyping in Illustrations in Career Materials.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 1 Sep 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Females, *Illustrations, *Occupational Information, Research Projects, Resource Materials, Role Models, Secondary Education, *Sex Discrimination, Sex Role, *Sex Stereotypes, Vocational Counseling, *Working Women

Identifiers—*Career Literature

This paper investigates how well today's career materials represent women workers in illustrations. The specific populations reported on in this paper, from which two samples were selected, were: (1) the student materials (N=1091) listed in the Vocational Guidance Quarterly (VGC) "Current Career Literature" bibliographies from 1970 through 1973, and (2) the high school level career education materials (N=168) listed in the two bibliographies prepared by the VT ERIC Clearinghouse. Specific materials were selected from the bibliographies and an instrument to assess the materials was developed, pilot-tested, revised and used. Variables assessing the illustrations included: (1) number of men and women; (2) environmental setting (indoor-outdoor); (3) observable interaction between people illustrated; (4) minority group; (5) minority group by sex; (6) occupations by sex; and (7) occupations by minority group. Results indicate that the current status of women in careers is not adequately represented in career materials. (Author/HMV)

ED 120 631 CG 010 462

Campbell, Patricia B.
Are We Encouraging Rape?

Pub Date 75
Note—8p.; Paper presented at the Annual Meeting of American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Aggression, Anti Social Behavior,
 *Crime, Criminal Law, *Females, *Rape, Role
 Perception, *Sexuality, Social Factors, Socially
 Deviant Behavior, State of the Art Reviews

The purpose of this paper was to increase awareness of some of the ways that we, as individuals and as a society, are encouraging the crime of rape. The paper examines our ideals about sexuality, appropriate sexual roles for women and men, the relationship between sex and aggression and how these contribute to rape. Laws, court procedures and police procedures concerning rape victims are discussed as are ways that rape victims are pictured in various media. Finally the paper looks at the way we use rape or the fear of rape, as a threat to keep women in what has been traditionally considered appropriate roles. (Author)

ED 120 632 CG 010 464

Trigg, Linda J. Perlman, Daniel
Social Influences on Women's Pursuit of a Non-traditional Career.

Pub Date 174
 Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

Available from—Daniel Perlman, Dept. of Psychology, University of Manitoba, Winnipeg, Canada R3T 2N2

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Choice, *Females, Goal Orientation, *Occupational Choice, Psychological Needs, Research Projects, *Social Influences, Speeches, *Working Women

Three hypotheses were derived from our basic premise that, among women, social factors are critical in the choice of a high status, nontraditional career. Women applying to nontraditional careers should have lower affiliative needs than women applying to traditional careers. As compared with women entering a traditional field, women entering a nontraditional field (1) will consider being married and having children less important and (2) will be more likely to perceive nontraditional careers as compatible with the satisfaction of social and marital needs. As compared with women entering traditional fields, women entering nontraditional careers will be more likely to have a boyfriend who is supportive and tolerant of a nontraditional career. Data were collected via mailed questionnaires from 153 traditional (nursing and medical rehabilitation) applicants and 78 nontraditional (medical and dental) applicants. The results supported all three hypotheses. (Author)

ED 120 633 CG 010 465

Mooney, Elizabeth K.
The School's Responsibility for Sex Education.
 Fastback Number 47.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
 Pub Date 74

Note—32p.; Advertising material pertaining to the fastback series has been removed from this volume

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (HC \$0.50, quantity discounts available)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum, Elementary Secondary Education, Family Life Education, *Guides, *Program Development, *School Responsibility, *School Role, *Sex Education, State of the Art Reviews

Sex education is a crucial part of the school curriculum, and the first responsibility of the school in this area is to train and employ teachers who know their task and accept it with grace. The second responsibility is to recognize the community, its class stratification and ethnic structure so the program will reflect the cultural values of the community. The third responsibility is "to get started." Included in this pamphlet is a chapter on practical suggestions for initiating or improving sex education programs. (Author/HMV)

ED 120 634 CG 010 466

Johnson, Michael P. Sell, Ralph R.
The Cost of Being Black: 1970.
 Pub Date 75

Note—30p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29,

1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Employment Patterns, *Employment Statistics, Employment Trends, Labor Economics, Labor Force, *Males, *Negroes, Research Projects, Speeches, *Statistical Data

An analysis of U.S. Census data regarding race, age, education, occupation, and income of the male civilian labor force in 1960 and 1970 yields four major conclusions. (1) There have been large reductions in occupational discrimination at all ages, with the change clearest for young men. (2) The reduction of occupational discrimination is clearest at the lowest and highest educational levels. (3) The absolute gap between black and white income (in constant dollars) has increased. (4) The increased income gap is due in large part to a general shift upward in educational level of the labor force. Comparisons are made with changes from 1950 to 1960 and more detailed analyses provide some suggestions as to differential sources of change in the two decades. (Author)

ED 120 635 CG 010 467

Carson, Robert C.
Phenomenological Implications of Interactionism in the Study of Interpersonal Relations.

Pub Date 2 Sep 75

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Change, *Behavior Patterns, *Individual Differences, Interaction Process Analysis, *Interpersonal Relationship, Literature Reviews, *Personality Theories, Psychotherapy, *Research Needs, Social Behavior, Speeches

This paper reviews some of the research findings relating to the issue of personalism versus situationism in the psychology of personality. The recurrent controversy regarding the relative importance of situations, personal dispositions, and interactions between these is addressed with a focus on the manner in which persons perceive, construe, and subjectively quantify the signals coming to them from other persons in their life-space. The possible idiosyncrasies of persons in their construing of other people and their behavior are seen as promising means of understanding person-by-situation interaction in the determination of complex social behavior. (SJL)

ED 120 636 CG 010 468

Fine, Gary A.
Social Psychology, Naive Psychology and Folklore: All Together Now?

Pub Date 31 Aug 75

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Folk Culture, *Interpersonal Relationship, *Prediction, Proverbs, *Social Behavior, *Social Psychology, Speeches, Synthesis

The divisions between social psychology, naive psychology, and folklore are fundamentally artificial ones. It is argued that all three have many of the same goals—that is, the prediction and control of behavior and the comprehension of the orderly processes of everyday life. Each attempts to understand how social intercourse is to proceed. Counter-intuitive theories in social psychology often on examination seem more complex than originally thought; these complexities could have been predicted from an understanding of naive psychology. A consideration of folklore and naive psychology can help the social psychologist expand, modify, and correct the theoretical perspectives of the discipline. (Author)

ED 120 637 CG 010 469

Luetgert, M. J. And Others
Today's Feminist: Her Place Is in the Home.
 Pub Date 75

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975) Table page 16 may not reproduce clearly due to type quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Changing Attitudes, Females, *Feminism, Psychological Studies, *Role Perception, *Sex Role, *Social Attitudes, Speeches, Surveys

It has been theorized that feminist movements have failed because they focused on legal and political reforms and ignored the influence of domestic roles. Five hundred thirty persons completed a 125-item questionnaire which generated "desire for change" scores on two scales: (1) sex roles "in the home" and (2) sex roles "out of the home." A significant desire for change was found both "in the home" and "out of the home" in nearly all demographic categories. However, desire for change "out of the home" significantly exceeded desire for change "in the home" in almost all groups. It is concluded that the current feminist movement can be given a prognosis of guarded optimism in terms of theoretical predictions. (Author)

ED 120 638 CG 010 471

Danaceau, Paul
Methadone Maintenance: The Experience of Four Programs. The Drug Abuse Council Manuscript Series, No. 1.

Drug Abuse Council, Inc., Washington, D.C.
 Spons. Agency—Behavior Science Corp., Washington, D.C.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
 Pub Date Jul 74

Note—109p.; Second printing of May 1973 edition

Available from—Drug Abuse Council, Inc., 1828 L St. N.W., Washington, D.C. 20036 (HC \$1.25, \$0.75 in quantities of 10 or more)

Document Not Available from EDRS

Descriptors—Drug Abuse, *Drug Addiction, *Drug Therapy, *Medical Treatment, Narcotics, Program Descriptions, Program Development, Psychological Services, *Rehabilitation Programs

Methadone maintenance is a relatively new method for treating heroin addiction. Controversy and questions remain about the drug itself and its use of methadone. The author was engaged by The Drug Abuse Council to prepare these descriptions of four methadone programs and the accompanying summary. The evolution of these programs is examined, and the treatment process is described in order to determine common issues and problems. The focus is on the developmental process of the program—on the thinking of the individuals who conceived the clinics and got them started. The treatment programs described represent a variety of specific procedures, clientele, and geographic locations. (Author/SJL)

ED 120 639 CG 010 472

To Implement Change in Counseling and Career Guidance: Report of the National Workshop, April 27-29, 1975.

American Personnel and Guidance Association, Washington, D.C.; American Vocational Association, Washington, D.C.; National Advisory Council on Vocational Education, Washington, D.C.

Pub Date Apr 75

Note—82p.; Includes papers presented at the National Workshop

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Change Agents, *Change Strategies, Conference Reports, Counseling Goals, *Educational Change, *Occupational Guidance, *Statewide Planning, *Vocational Counseling, Workshops

On April 27-29, 1975, the American Vocational Association, in cooperation with the American Personnel and Guidance Association and the National Advisory Council on Vocational Education, held a National Workshop To Implement Change in Counseling and Career Guidance. Workshop participants were brought together to engage in a process designed to acquaint leaders in counseling and guidance with the nature and extent of changes initiated during the last five years. In addition, one of the primary purposes was to establish state task forces which would be a nucleus of change agents within the various states. During the workshop, a forum was provided to study the recommendations of the "Sixth Report of the National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change." In addition, each state task force was provided an opportunity to formulate an action plan to analyze the needs and seek improvements for career guidance and counseling within the state. This report of the national

workshop is the first of many anticipated follow-up activities. The first section of the report contains major addresses presented to the workshop. While the national workshop was in session, specific recommendations were made as a result of individual and group study. These recommendations which are a part of this report originated as a result of recommendations made in the sixth Report of the National Advisory Council on Vocational Education, an analysis of the present trends in counseling and guidance and the needs in the various states. (Author/SJL)

ED 120 640 CG 010 473

Bisconti, Ann S. Gombert, Irene L.
The Hard-to-Place Majority—A National Study of the Career Outcomes of Liberal Arts Graduates. Report No. 5.

College Placement Council, Bethlehem, Pa.
Pub Date 73

Note—32p.

Available from—College Placement Council, P.O. Box 2253, Bethlehem, Pennsylvania 18001 (HC \$5.00)

Document Not Available from EDRS

Descriptors—*Career Opportunities, *College Graduates, Educational Research, Graduate Surveys, Higher Education, *Job Placement, Job Satisfaction, *Liberal Arts Majors, *Vocational Followup

This report uses nationally representative data from two college classes which were surveyed as freshmen in 1961 and 1966 and were followed up in 1971. The primary focus is on graduates in the arts, humanities, and social sciences, with comparable data shown for other fields traditionally classified as liberal arts (biological and physical sciences), as well as for non-liberal arts fields. Differences between graduates in various fields of study are assessed first on indicators of fit between their education and the world of work. In subsequent sections of survey report, the salary levels and job satisfaction of graduates in various fields are examined as indicators of the career-related rewards of education. (SJL)

ED 120 641 CG 010 474

Taylor, Elaine N. And Others
Making Consultation Services More Relevant to School Needs.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 75

Note—12p.; Supplementary handouts mentioned in the text were not included with this paper; Paper presented at the Annual Meeting of the American Association of Psychiatric Services for Children

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Consultation Programs, Educational Improvement, *Intervention, *Mental Health Programs, *Needs Assessment, Program Planning, Psychological Services, *School Community Cooperation, Speeches

This paper speaks to the need for a methodology for planning indirect services of a mental health nature in schools. For indirect services to be relevant, plans for intervention need to be based on: (1) comprehensive information about the school; (2) systematic procedures for estimating the relative salience of various problems identified in the school; and (3) an appropriate rationale for assigning priorities for intervention among the problems. Support for indirect services seems to provide consultants and the schools the opportunity to engage in primary prevention efforts. The development of procedures and instruments for assessing mental health needs in schools is discussed. (SJL)

ED 120 642 CG 010 475

Guide to Personnel Assistance for State and Local Governments and Institutions of Higher Education.

Civil Service Commission, Washington, D. C. Bureau of Intergovernmental Personnel Programs.
Report No.—BIPP-152-9

Pub Date 75

Note—61p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$1.30)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Federal Programs, Federal State Relationship, Government Publications, *Guides, *Management Education, *Manpower Development, *Personnel Management, Personnel Needs, Training

This guide is intended to aid the personnel administrator and other managers in their search for assistance. It is a comprehensive compilation and description of the various types of personnel aid available to State, local governments, and institutions of higher education. It describes the basic forms of assistance available from Federal sources, lists the various programs concerned with personnel training and improvements, and suggests ways of using this assistance to improve the personnel management and training capabilities of the governmental units which are responsible for the delivery of services. (Author)

ED 120 643 CG 010 476

Hector, Mark A.

A Supervisor's Reactions to a Competency Based Counseling Practicum.

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the Southern Association of Counselor Education and Supervision (Mobile, Alabama, October 5-7, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Objectives, Counselor Evaluation, *Counselor Training, Higher Education, *Performance Based Education, *Practicums, Practicum Supervision, *Program Evaluation, Speeches

Counselor educators at The University of Tennessee implemented a competency-based counseling practicum in 1974. These educators have had several reactions to this approach. The counselor competencies that are employed are listed at the conclusion of the paper. It has been noted that the competencies tend to encourage movement through the counseling process. They also facilitate the practice of counseling skills because they are specifically stated. Vaguely stated skills can not be practiced. Most of the competencies are stated in such a way so as to require repeated demonstrations on the part of the student counselors. It is typically with the second or third demonstration that the student is able to fit the skill naturally into his or her counseling style. The competencies have also facilitated communication between supervisors and students. Competency statements provide a written basis of expectation between them. The competency-based approach has been shown to have limitations, however. An example is cited in which a counseling student was able to adequately demonstrate all the competencies, but yet did not perform well in an actual counseling situation. He felt uncomfortable with secondary school students and tended to avoid personal contacts with them. The competencies seem to be a necessary, but not sufficient, condition for good counseling. (Author)

ED 120 644 CG 010 477

Rosenfeld, Anne H.

MAP [Mutual Agreement Program] Program Outcomes in the Initial Demonstration States: An Evaluative Summary of Research. Resource Document Number 7.

American Correctional Association, College Park, Md.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-24-72-37

Pub Date 75

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Correctional Rehabilitation, *Corrective Institutions, *Demonstration Projects, Parole Officers, *Performance Contracts, *Prisoners, Program Descriptions, Rehabilitation Programs, Summative Evaluation

Mutual Agreement Programming (MAP) is an innovative technique, developed under Department of Labor sponsorship, designed to increase the efficacy and humanity of prisoner rehabilitative programs and the parole review process. It was tried on an experimental demonstration basis in institutions in Wisconsin, California, and Arizona during 1972-73. The reader should recognize that this report is a summary of a single research study of MAP as initially implemented at the three sites, and that it addresses only some of the objectives of MAP that have been mentioned in earlier resource documents. The attempt in the last chapter to set forth some of the unresolved issues relative to the various objectives of the MAP, hopefully, will clarify the nature of some questions that need to be addressed, both by decision-makers and researchers. (Author)

ED 120 645 CG 010 478
Women, Education, Equality: A Decade of Experiment.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—109p.

Available from—Unesco Press, 7 Place de Fontenay, 75700 Paris, France (HC \$2.65)

Document Not Available from EDRS

Descriptors—*Change Strategies, *Changing Attitudes, Demonstration Projects, *Educational Change, *Equal Education, Females, Foreign Countries, Sex Discrimination, Social Attitudes, *Women's Education

Identifiers—*UNESCO

The present brochure is intended to inform the general public of aspects of Unesco's operational activities on the occasion of International Women's Year. Three experimental projects demonstrate possible ways of integrating women into development through the channel of education. The results of these experiments in equality permit a preliminary evaluation of the strengths and weaknesses of the approaches so far tested which may in turn open perspectives on future action in other contexts. This brochure considers the three projects both descriptively and analytically. The first part deals with the origins, major objectives, and implementation of each. The second part is devoted to an analysis of the experience acquired in the projects in relation to three major problem areas. The brochure is intended to inform and to provoke reflection on possible forms of effective action, applicable in other contexts, to promote equality of educational opportunity for women. (Author)

ED 120 646 CG 010 479

Fox, William M.

Identifying and Developing Leadership Aspects of Effective Management in Team-Oriented Task Groups. Technical Report 70-4.

Florida Univ., Gainesville. Coll. of Business Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date 1 Mar 74

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Contingency Management, Decision Making Skills, *Goal Orientation, Leadership, *Leadership Styles, *Management Development, Research Reviews (Publications), State of the Art Reviews, *Teamwork Leadership is distinguished from management.

A review of key leadership studies is presented. Data on leadership styles are presented, and problems in studying them are discussed. A normative model for leadership of team-oriented task groups based on current research findings is presented. Documented lead-lag relationships between leader behaviors and various outcomes are examined. Managerial potential for behavioral change and feedback approaches for effecting change toward the normative behaviors are discussed. About 60 references to relevant research studies are given. (Author)

ED 120 647 CG 010 480

Martin, M. Joan

Disciplines in Counseling—The Public Health Nurse.

Pub Date [5 Jun 75]

Note—6p.; Paper presented at the Annual Meeting of The Canadian Guidance and Counseling Association (Vancouver, British Columbia, June 4-6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Community Health, *Counseling Services, Helping Relationship, *Listening Skills, *Nurses, *Public Health, Skills, Speeches

Counseling is an integral part of nursing, especially public health nursing. The normal day to day situations in which a public health nurse finds herself offer great potential for counselling. The technique used primarily by public health nurses is that of basic listening, which is so necessary for ascertaining and understanding situations and feelings of their clients. The quality of family functioning is the main concern of the public health nurse. The public health nurse is, above all, a generalist; in one and the same day she may serve families in which the main problems are tuberculosis, obstetrics, or the supervision of a well

school child. In one and the same day a public health nurse will counsel individuals and families in homes, schools, church halls and by telephone. Prevention is the main emphasis of all public health nursing programs. A selection of these programs is briefly described, illustrating how the public health nurse uses her counseling skills. (Author)

ED 120 648 CG 010 481

Sisson, William Henry, III

The Self Perception of Male and Female Homosexuals. Criminal Justice Monograph: Vol. 6, No. 3.

Sam Houston State Coll., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Spons Agency—Texas Criminal Justice Council.

Pub Date 75

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Adjustment Problems, *Homosexuality, Literature Reviews, Maladjustment, Perception, *Self Concept, *Sex Differences, Sexuality, *Social Attitudes, Socially Deviant Behavior, Theories, Values

This monograph presents a historical and theoretical review of homosexuality followed by a study of the self-perception of homosexuals. History bears out that homosexuality has always been one aspect of human sexuality and was more prominent in other periods of human history, depending on societal attitudes and mores. At present, many authors agree that "labeling theory" has a major impact on how the deviant behaves and how he views himself. The subjects in the present study consisted of 26 male and 27 female homosexuals; they were administered a questionnaire and a self-concept scale. The results show that, as hypothesized, the majority of respondents viewed themselves as being born homosexual; more women than men desired and had long-lasting love relationships in homosexual encounters; more men than women were less well adjusted in their deviance; and finally more women than men in the sample believed in sexual fidelity between gay lovers. The monograph ends with appendices that include the questionnaires used and the occupations of respondents by sex and age. (SE)

ED 120 649 CG 010 482

Careers Canada, Vol. 5. **Careers in Recreation and Sports.**

Department of Manpower and Immigration, Ottawa (Ontario). Occupational and Training Analysis and Development Branch.

Pub Date 75

Note—36p.

Available from—Information Canada, Ottawa, Ontario KIA0S9 (Catalog No. MP70-20/5-1975, (HC \$1.20))

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Athletes, *Athletics, *Career Opportunities, Careers, *Individual Characteristics, Leisure Time, *Recreational Activities, Recreational Programs, Training, Work Environment

Identifiers—*Canada

Nowadays, people have a lot of time for leisure during which they try to engage in sports and recreational activities. Various activities are described which are specially devised for children, old people, the mentally ill and other special populations. Examples of career opportunities in recreation and a description of the duties that are characteristic for each are given. The personal qualities and level of education as well as preparation and training of individuals involved in recreational activities are discussed. Next, career opportunities in professional sports are described. Information about salaries, duration probability of career as well as training and preparation of professional athletes, coaches, trainers, scouts and sports administrators are mentioned. (SE)

ED 120 650 CG 010 483

Leisure Today: Selected Readings.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. American Association of Leisure and Recreation.

Pub Date [75]

Note—130p.

Available from—American Alliance for Health, Physical Education and Recreation, Information and Research Utilization Center, 1201 16th St., N.W., Washington, D.C., 20036

Document Not Available from EDRS

Descriptors—Community Education, *Environmental Education, *Leisure Time, Life Style, Objectives, Physically Handicapped, *Play, Recreation, *Recreational Programs, *Resource Materials, School Community Relationship

Where does leisure lead—to philosophical changes, to changes in our behavior and its effect within and with our environment, to a different society? Are we moving from a work to a leisure ethic? Leisure Today is concerned with the challenge expressed above and with the educational responsibilities for experiences and the consequent individual and cultural enrichment which accompanies this process. Leisure Today: Selected Readings is a compendium of articles taken from three years of the magazine Leisure Today which appears as an editorial insert of the Journal of Physical Education and Recreation. This book of readings is a resource housing diverse thought, oftentimes controversial, sometimes conflicting, as we deal with the varied subject matter in which articles focus on areas so closely related to leisure as a time element or an attitude. Leisure Today: Selected Readings draws on many experts with different backgrounds, formal training, professional experience, and value orientation. (Author)

ED 120 651 CG 010 484

Torrance, E. Paul. Torrance, J. Pansy

Is Creativity Teachable? Phi Delta Kappa Foundation Fastback 20.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 73

Note—53p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (HC \$5.50, various quantity discounts are available.)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Classroom Environment, *Creative Art, *Creativity, Creativity Research, Elementary Secondary Education, *Environment, *Evaluation, Instructional Materials, Motivation, *Skill Development, Skills, *Teaching Methods, *Testing, Thought Processes, Workshops

The authors, based on their long experience in helping children and adults to think and function more creatively, express their conviction in the possibility of increasing the creativity of people through special instruction. Many experiments have shown that, although some types of warm-up and reward conditions increased the chances of creative thinking occurring, it was still evident that the lack of fundamental skills was a handicap. Moreover, research indicates that preconscious and emotional elements play an important role in creativity. Consequently, the authors devised special teaching procedures to teach certain skills and means of using emotions to facilitate creative thinking and behavior. This booklet presents various procedures and programs which can be used in a variety of situations, such as in the classroom, creative arts, testing, and the media to help people be more creative. On many occasions, the authors have employed various evaluative techniques and found that their procedures were quite successful in fulfilling the aims set for them. (SE)

ED 120 652 CG 010 485

Blair, Louis H. Sessler, John

Drug Assessment Program; A Community Guide. The Drug Abuse Council Handbook Series, No. 2.

Drug Abuse Council, Inc., Washington, D.C.

Pub Date Feb 74

Note—50p.

Available from—Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC \$2.25, \$1.50 in quantities of 10 or more)

Document Not Available from EDRS

Descriptors—Clinics, *Community Agencies (Public), Community Leaders, *Confidentiality, *Costs, Drug Abuse, *Drug Addiction, *Evaluation, Objectives

Addiction to illicit hard drugs, and particularly opiates, has increased in the past few years. Yet, there are few comprehensive evaluations of the treatment systems, and there is little systematic planning for programs to meet current and anticipated changes in the community's need for treatment. This report has been written to assist community leaders and organizations in the

overall assessment of drug treatment programs in their community. Procedures are recommended to (1) assist in the establishment of an evaluation and analysis capability; (2) identify pertinent treatment system goals, objectives, and criteria; (3) assess the extent and impact of drug use in the community; (4) collect operational and cost data on individual programs; and (5) compare alternative mixes of programs for the purpose of projecting future performance and cost. Some of the key considerations in the establishment of an evaluation and analysis capability for the community are: cost; position of the group within the local community governmental organization; formation of an advisory committee; development of the support, or at least the cooperation, of the individual treatment programs and the criminal justice system; confidentiality of client records. (Author/SE)

ED 120 653 CG 010 486

Neiswender, Margaret. And Others

Age and the Experience of Love in Adulthood.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Characteristics, *Affection, *Affective Behavior, *Age Differences, Analysis of Variance, Attitudes, Fantasy, *Psychological Patterns, Research Projects, Sex Differences, *Sexuality

Identifiers—*Love

The purpose of this research was to study empirically the experience of love in adult men and women. A Q-sort was developed by having independent raters classify over 300 statements about experiences in love as reflecting: (1) one of six modes of love-affective, cognitive, behavioral, verbal, physical, or fantasy; and (2) one of three directions of exchange in love-receiving, giving, or sharing. Nominated to participate were 12 married and 12 unmarried couples from four age groups (adolescent, young adult, middle-aged adult, and older adult). Analysis of variance revealed significant effects for Mode, Direction, Mode X Direction, Age X Mode, Couples X Direction, and Couples X Sex X Mode ($p < .01$) and Age X Mode X Direction ($p < .05$). There were no effects for sex or marital status. Results indicated that there is considerable individual variability in the experience of love, and that there are notable differences as well as similarities between the generations in their experiences of love. Statistical tests revealed that sexual intimacy was significantly less characteristic of older adult love compared to that for other age groups and that the tendency to idealize (fantasy) was more characteristic of adolescent and older adult love. The importance of the affective, cognitive, behavioral and verbal modes of love did not differ significantly between the age groups. (Author/SE)

ED 120 654

Miles, William R.

Home-School-Community Relations as a Political Process: Four Exploratory Case Studies of the Implementation of Individually Guided Education (IGE) and Home-School-Community Relations. Technical Report No. 360, Parts 1, 2, and 3.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-360

Pub Date Dec 75

Contract—NE-C-00-3-0065

Note—355p.; For related document, see ED 111 106

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Case Studies (Education), *Community Control, Doctoral Theses, Educational Improvement, Elementary Education, *Family School Relationship, *Individualized Instruction, *Political Issues, *School Community Relationship

The research had four objectives: (1) to describe home-school-community relations in selected IGE schools; (2) to explain the home-school-community relations and the implementation of IGE political terms using issue analysis and policy acceptance analysis; (3) to generate hypotheses from the data gathered through objec-

tives 1 and 2, and relate them to the McCarty-Ramsey community typology model and the zone of tolerance concept; (4) to generate practical recommendations for the public school audience. The units of analysis for the case studies were four elementary schools which had recently implemented an IGE instructional program. As an exploratory study, the research used a mixture of anthropological field methods, but relied on focused interviews with nominated and positional individuals. The research analyzed the process of IGE implementation in the hypothesized four different types of neighborhood school-communities by using the analytical framework of initiation, information, accommodation, and legalized (acceptance) in the school, central office, and school-community sub-publics. Issues were analyzed in the four school-communities. The political variance of the four school-communities suggested that issues would vary in number and resolution. Nineteen hypotheses were generated from the data. Eleven recommendations were written for the public school audience. (Author/SJL)

ED 120 655 CG 010 489

Polydrug Use: An Annotated Bibliography. National Clearinghouse for Drug Abuse Information Special Bibliographies, No. 3, June 1973. National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information; Student Association for the Study of Hallucinogens, Biloit, Wis. Report No.—DHEW-ADM-75-225

Pub Date Jun 75
Note—40p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Alcohol Education, *Annotated Bibliographies, Data Bases, Drinking, *Drug Abuse, *Drug Education, Literature Reviews, Marihuana, *Narcotics

Although most discussions of mood-altering drugs and patterns of use typically focus on a single drug or particular drug class, it is a widely acknowledged fact that the majority of drug users, from the junior high school experimenter to the hard-core narcotic addict, employ more than one legal or illegal substance to alter their subjective states. Multiple drug use has been documented by epidemiological investigations among several major population groups including: students, housewives, military personnel, doctors, alcoholics, and narcotic addicts. Patterns of multiple drug use are invariably complex but can generally be broken down into three major categories: (1) the use of combinations of drugs; (2) the concomitant use of separate drugs; and (3) the consecutive or sequential use of two or more substances in an alternating fashion. Multiple drug-use patterns can be considered in light of the pharmacological classes of the drugs involved. Some users, for example, restrict their drug taking to particular types of substances, such as depressant drugs (alcohol, sedative-hypnotics, minor tranquilizers, and narcotics), or stimulant drugs (amphetamines and cocaine), or hallucinogens (including cannabis, LSD, mescaline, and related substances). Other users mix not only individual drugs but pharmacological classes of drugs as well. Because an overwhelming number of articles written on particular drug-using patterns mention, at least in passing, the predominance of multiple drug use, items were selected for inclusion in this guide only if they treated the phenomenon of polydrug use exclusively or as a major point of focus. (Author)

ED 120 656 CG 010 490

Guidance and Promotion in Business Education. New York State Bureau of Business Education Bulletin No. 204.

New York State Education Dept., Albany. Bureau of Business Education.
Pub Date Sep 75

Note—44p.; Because of copyright, page 23 has been removed from this document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Articulation (Program), *Business Education, Elementary Secondary Education, Guidance, Guidelines, *Program Improvement, *Publicize, Relevance (Education), *Student Recruitment, *Teacher Role

Decline in student enrollments in a given subject area may be due to a variety of factors. It may, for example, result from poor student understanding of the potential course and program offering; it may result from inadequate program promotion; it may stem from inadequate understanding of business education courses and sequences by guidance personnel; it may be the result of inadequate imagination and program development on the part of the business and education staff. The performance of every teacher is important to the business department. Classroom performance is undoubtedly the most critical factor in maintaining and building student interest and enrollments. An interesting class with meaningful learning activities will usually cause students to clamor for your course offering. Show students the career potential of a vocational sequence, and there is likely to be even greater interest. This bulletin attempts to provide ideas for promoting better program understanding on the part of school personnel, parents, and students. It may generate a variety of activities which you have been considering but which now deserve your more immediate effort. (Author)

ED 120 657 CG 010 491

Siegler, David M. Siegler, Robert S. Stereotypes of Male and Female Speech.

Pub Date [73]
Note—10p.
Available from—David M. Siegler, Pennsylvania State University, Psychology Department, University Park, Pennsylvania 16802

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bias, *Changing Attitudes, *Language Patterns, Language Usage, Psychological Studies, Rating Scales, Research Projects, *Sex Stereotypes, *Social Attitudes, *Speech Habits

Parallel designs were used to test the hypotheses that (1) strongly assertive forms would be attributed relatively more often to females, and (2) syntactic forms associated with males would be rated more intelligent and those associated with females less so. The results of the study were consistent with each of these predictions, suggesting that previously reported "changes in attitudes" toward women over the past decade may have been more a function of changes in the social desirability of expressing antifeminist prejudices than of changes in the attitudes themselves. (Author)

ED 120 658 CG 010 492

Follow-Up Study of Overage Seventh Grade Junior High School Students Socially Promoted to the Ninth Grade in High School for School Year 1974-75. Salinas Union High School District, Instructional Services Division Research Report No. 75-8.

Salinas Union High School District, Calif.
Pub Date 15 Jul 75
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *Age Grade Placement, Attendance, Dropout Prevention, School Surveys, Secondary Education, *Social Factors, *Student Promotion, *Student School Relationship

Identifiers—*Overage Students

In the later part of school year 1973-74, both of the district's junior high schools surveyed their respective seventh grade student rosters to identify those boys and girls who were overaged for the grade. The junior highs formed committees composed of administrators, counselors, and the school psychologist to review and make a recommendation for or against social promotion. Prior scholastic performance, test scores, personal acquaintance and impressions, and professional opinion regarding each student's prospect for a successful transition and adjustment were discussed prior to the final decision to promote. Accordingly, 46 students were socially promoted at the end of the seventh grade into the ninth grade entering high school in the fall. Three aspects of the socially promoted high school experiences were evaluated at the end of their first year: attendance, scholastic performance, and need for counseling and guidance. (Author/SJL)

ED 120 659 CG 010 493

Huebner, Lois A. Corazzini, John G. Eco-Mapping: A Dynamic Model for Intentional Campus Design. Student Development-Staff Papers, Vol. 6, No. 2, 1975-76. Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date [75]

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Campus Planning, *College Environment, Design, *Educational Environment, *Environmental Criteria, Higher Education, Models, Needs Assessment, Physical Environment, Student College Relationship, *Student Needs

During the last decade, there has been growing interest and research in environmental assessment. One environment that has received special attention is the university environment. Since environments are seen to relate to a person's growth and development, it follows that environments that maximize the match between students' needs, goals, and aspirations and university resources enhance student life and lessen dysfunctional stress. Environmental design, then, is an appropriate target for mental health professionals. One factor that has inhibited the environmental design process is the absence of a practical theory. This paper offers a 10-step environmental assessment model that is built on the natural processes students actually use as they map their environment. Included in the paper are examples of some instruments that may help the environmental design process. (Author)

ED 120 660 CG 010 494

Fox, William M. Traditional Japanese Management: Upside Down and Inside Out.

Pub Date 3 Sep 75
Note—25p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Patterns, Business, Cross Cultural Studies, Cultural Differences, *Employer Employee Relationship, Foreign Countries, *Leadership Styles, *Management Systems, *Organizational Climate, Responsibility, *Sociocultural Patterns, Speeches

Identifiers—*Japan

Traditional Japanese are bred with a strong sense of dependency and presumption on the benevolence of family, boss, work group, and nation. Ideally, one should blend selflessly into a system of "other directedness." One must give indiscriminate devotion to his colleagues, for it is immature and divisive to like certain group members more than others. It is more important to avoid embarrassment or conflict than to search for or insist on the truth. One must endure and not complain. In traditional organizations responsible behavior is created more by inner values than by outer controls. Love of company and seniority are more important considerations than performance in promotion decisions. Management is based more on persuasion than direction and the system supplies little personal authority to go with responsibilities. Through careful selection and the constraints of lifetime employment traditional organizations have exploited the unique personal selflessness created by the Japanese socialization process. They have harnessed the power of shared values and commitment to the utmost. Otherwise, their practices might well have produced helpless indifference and inefficiency. In view of current trends in technology exchange, international economic conditions, and defection of many Japanese youth from traditional values, one wonders if the traditional system of management can survive in its present form. (Author)

ED 120 661 CG 010 495

Goldberg, Joel H. BBCCS (B'nai B'rith Career and Counseling Services) College Caravans.

B'nai B'rith, Washington, D.C. Career and Counseling Services.
Pub Date [73]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Bound Students, *College Choice, Colleges, *Decision Making, Guidance Services, *Orientation, Program Descriptions, Secondary School Students, *Student Needs

In recent years many communities, under the sponsorship of the B'nai B'rith Career and Counseling Services, are offering an alternative to the college visit by individual students and their parents. This alternative is the college caravan. By definition, a college caravan is an organized, guided inspection of a selected number of college

campuses by a group of interested high school students. The tour includes an introduction to the academic program of the college, its philosophical approach, the educational approach, the faculty and administration, and the physical and geographical layout. Living facilities, costs involved, the make-up of the student body, general educational and total atmosphere, and other facets of college life are also revealed to the prospective student. At best, a college caravan may serve as a preliminary orientation to college life. In addition, it may serve as an impetus for the development of an effective set of criteria for college selection by the Prospective student. This report discusses the advantages of using this type of group visitations to provide the student an opportunity to investigate a prospective college in some depth. It includes a "College Evaluation Checklist" to act as a standard by which the student can judge the institutions. The active and organized approach to college visitations has applicability to all prospective college students. (Author/SJL)

CS

ED 120 662 CS 002 464
Setting Up a Reading Language Arts Resource Specialist Program. Final Report.

Florida State Dept. of Education, Tallahassee. Right to Read.

Pub Date 75

Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Elementary Secondary Education, *Language Arts, Program Development, Reading, Reading Consultants, *Reading Programs, *Resource Staff Role, *Resource Teachers, Teaching Techniques

Identifiers—Florida, *Right to Read

This report explains the role of reading/language arts resource specialists, contains tips for setting up a resource specialist program, and presents data—and discussions of this data—collected in a field testing of a staff development project conducted by the Florida Right to Read effort during the 1973-74 school year. The latter half of the document consists of ten appendices which contain information related to the staff development project, including evaluations of instructional materials and a summary of techniques and activities used by resource and classroom teachers. (JM)

ED 120 663 CS 002 473

Cramer, Eugene Harley

A Study of the Relationships Among Mental Imagery, Reading Comprehension, and Reading Attitude of Eleventh and Twelfth Grade Students.

Pub Date 75

Note—136p.; Ph.D. Dissertation, University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,999, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, *Imagery, Reading, *Reading Comprehension, *Relationship, Secondary Education, *Student Attitudes

Identifiers—Mental Imagery

The purpose of this study was to investigate relationships among three concepts associated with reading: ability to comprehend printed prose, vividness of self-reported mental imagery, and attitude toward reading. Three instruments assessed subjects' abilities in each of the three concept areas. Subjects were 124 11th and 12th grade students who were members of six intact classroom groups selected randomly at two Wisconsin high schools. Two questions guided the examination of relationships among the three concepts: Do significant relations exist among the three concepts when they are paired systematically—comprehension by imagery attitude by imagery, and imagery by attitude? Do significant relationships exist if reading attitude is assumed to be a function of a combination of imagery and comprehension? Data showed no significant relationship between mental imagery and reading comprehension, a relatively low but significant correlation between reading attitude and mental imagery, a significant correlation between reading comprehension and reading attitude, and high at-

titude toward reading as a function of a combination of high imagery and high comprehension. (Author/JM)

ED 120 664 CS 002 477

Franke, Mary Ferguson

The Effect of the Grammatical Features of Their Dialect on the Reading Comprehension of Speakers of a Nonstandard Black Dialect of English.

Pub Date 75

Note—141p.; Ed.D. Dissertation, University of Kentucky

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6130, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, Grade 5, *Grammar, *Negro Dialects, Nonstandard Dialects, Reading Comprehension

The purpose of this study was to investigate the effect of the grammatical features of their dialect on the reading comprehension of speakers of a black nonstandard dialect of English. Subjects were 119 fifth grade speakers of black English (BE) in 13 classes in three semirural school districts of a southern state. An oral test in standard English (SE) was administered to elicit SE grammatical patterns or patterns typical of BE dialects. Two cloze tests, one in SE and one in BE, with every seventh word deleted, were constructed to test reading comprehension. All subjects took both tests. On the SE cloze reading comprehension test, scores of children who could produce and comprehend oral SE were significantly superior to the scores of the children who had difficulty in producing and comprehending oral SE. A low but significant correlation was found between the scores on the dialect screening test of oral SE production and comprehension and scores on the SE cloze test. Also significant was the correlation between the oral dialect screening test of SE production scores and the BE cloze test. No significant difference in scores between the SE and BE cloze tests was found for any of the three groups divided on the basis of their performance on the oral tests of SE production and SE comprehension. (Author/JM)

ED 120 665 CS 002 491

Johns, Jerry L.

Informal Reading Inventories: A Survey Among Professionals.

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Education, *Informal Reading Inventory, Measurement Instruments, Opinions, Reading Ability, Reading Achievement, *Reading Diagnosis, *Reading Instruction, Reading Research, Surveys, *Teacher Attitudes

A reading conference in the Chicago area provided a setting in which to systematically explore the views of 24 professionals regarding a number of statements about Informal Reading Inventories (IRIs). The results obtained from a 24-item questionnaire indicated that professionals perceive IRIs as instruments which generate more questions than answers, although use of the instruments was frequent. It is concluded that the raising of questions about problems with IRIs is a healthy state of affairs. (RB)

ED 120 666 CS 002 495

Farris, Linda Schoenbeck

A Comparison of Cloze and Multiple Choice Procedures for Measuring Reading Comprehension.

Pub Date 75

Note—104p.; Ph.D. Dissertation, The University of North Carolina at Chapel Hill

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9241, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Cloze Procedure, Doctoral Theses, Elementary Education, Evaluation Methods, *Multiple Choice Tests, Reading Ability, *Reading Comprehension, Reading Research, *Reading Tests, *Test Bias

The purpose of this study was to determine if two testing methods, multiple choice and cloze technique, differentially affected students' scores on reading comprehension tests. The tests were

compared in their emphasis on cognition and production related abilities as defined by Guilford. Ninety-three Durham County sixth graders were given a battery of three types of tests: comprehension tests, including the "Metropolitan Achievement Test-Reading Test 2," the "Stanford Achievement Test-Reading Test 2," and a cloze test, "Passage A-1"; cognition tests, consisting of the "Otis Quick-Scoring, New Edition, Beta EM," and the "California Achievement Tests-Reading Test 1"; and production tests, including "Alternate Use Form A," "Expressional Fluency Form A," and "Associational Fluency Form A." Correlations between the measuring procedures and the Guilford abilities indicate that the methods of testing differentially affects students' scores and emphasizes different cognition-related abilities, but its influence on production-related abilities is unclear. Examiners are urged to use caution when comparing students' scores on multiple-choice and cloze tests of reading comprehension. (KS)

ED 120 667 CS 002 497

Rembert, Emma W.

Criteria for Excellence: Sum and Substance.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the Language Communications Conference (28th, Pittsburgh, Pennsylvania, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Planning, Educational Objectives, Elementary Education, Program Content, *Program Descriptions, *Program Design, Program Evaluation, *Reading Programs

This paper argues that to be successful, a reading program must incorporate a synthesis from Robinson and Rauch (1965) which states that a reading program should be planned cooperatively by the total school community; integrate the language arts with all subject areas; plan for continuity of reading interests, achievement, and development; provide for frequent assessment; and be directed toward several attainable goals. The paper also suggests that the sum and substance of the effective reading program can be found in an adequate emphasis on: school organization, classroom organization, instructional and ancillary personnel, instructional and support materials, and individual and program evaluation. (TS)

ED 120 668 CS 002 498

Walter, Tim Siebert, Al

Student Success: How to Be a Better Student and Still Have Time for Your Friends.

Pub Date 76

Note—134p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, New York 10017 (\$3.95 paper)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Achievement, Achievement Gains, College Students, Higher Education, *Self Actualization, *Student Improvement, Study Habits, *Study Skills, *Success Factors

The three objectives of this book are to give students who use it a better chance of success in school, to show students how to gain better understanding in their courses more quickly, and to enhance self-development. Chapters discuss the following topics: how to make it through school; how to make studying easier; how to become more intelligent and successful in classes; doing well on tests and papers; setting and achieving study goals; characteristics of successful, unsuccessful, and not successful students; how to be a more successful person; and how to have a few good friends. The concluding chapter consists of a conversation between the two authors. (JM)

ED 120 669 CS 002 499

Guthrie, John T., Comp.

Graduate Programs and Faculty in Reading. Second Edition.

International Reading Association, Newark, Del.

Pub Date 76

Note—316p.; May not reproduce well due to type size
 Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 928, \$5.00 non-member, \$3.50 member)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Faculty, Graduate Students, Higher Education, *Program Guides, *Reading, *Reading Instruction, *Reading Programs

This book lists more than 200 graduate reading programs in the United States and Canada. The programs are arranged alphabetically by states, and the programs within each state are arranged alphabetically by institution. Each listing gives the name and address of the person responsible for the reading program, the degrees offered by the institution for people interested in reading, the number of students in the graduate program, career interests of the graduate students, the faculty members involved, the faculty in related fields, special resources available in the program, and the courses offered in reading for the 1974-75 year. A faculty index concludes the volume. (TS)

ED 120 670 CS 002 500

Earle, Richard A.

Teaching Reading and Mathematics. Reading Aids Series.

Pub Date 76

Note—91p.

Available from—International REading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 219, \$4.50 nonmember, \$3.00 member)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Class Activities, *Content Reading, *Instructional Materials, Intermediate Grades, *Mathematics Instruction, *Reading Instruction, Reading Skills, Secondary Education, Teaching Guides, Teaching Methods

This monograph is designed to furnish classroom teachers with insight and ideas for teaching reading more carefully by emphasizing the what and how aspects of instruction. It is written for the teacher of mathematics in the middle and secondary grades who realizes the important relationship between effective reading skills and learning mathematics. At least one instructional suggestion per page is contained in what is intended as a practical and usable teaching guide. The guide includes such topics as learning to read mathematical symbols, skills for developing vocabulary, analyzing the meaning of words and comprehending the relationships among concepts, and assessing students' abilities. (RB)

ED 120 671 CS 002 501

Pace, Ann Jaffe Golinkoff, Roberta Michnick

The Relationship Between Word Difficulty and Access of Single-word Meaning by Skilled and Less Skilled Readers.

Pub Date 76

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Decoding (Reading), Grade 3, Grade 5, Intermediate Grades, Language Skills, *Reading Ability, *Reading Comprehension, Reading Instruction, Reading Research, *Reading Skills, *Word Recognition

Previous research used a picture-word interference task to show that skilled and less skilled comprehenders in the third and fifth grades could retrieve the meaning of primer-level words equally well. With a similar task and comparable groups of children this study assessed the relationship between word difficulty and semantic access by using both the essay words and a new set of harder words. Retrieval of the meaning of these hard words was least apparent for the less skilled third graders, the group that had the most difficulty decoding these words. These results indicate that decoding ease and extraction of word meanings are related, and suggest that decoding ability must be considered a factor in reading comprehension. (Author)

ED 120 672 CS 002 502

Snowman, Jack Cunningham, Donald J.

The Role of Stimulus Concreteness and Visual Attentional Training in Children's Pictorial Paired-Associate Learning.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Attention Span, *Cognitive Processes, Kindergarten Children, Learning Processes, *Paired Associate Learning, *Pic-

torial Stimuli, Primary Education, *Visual Perception

Identifiers—*Concreteness

Ninety-nine preoperational stage children learned 24 pictorial paired-associates at one of three levels of concreteness: low detail line drawings, high detail line drawings, high detail line drawings with a verbal prompt. Within each of these groups, one-third of the subjects received either visual attentional training, no training, or were engaged in an unrelated activity. Recognition of the appropriate response member was the main criterion. The results supported Everson and Wickers' (1974) notion of a concreteness continuum along which pictorial stimuli can be ordered. The attentional training factor was not significant, indicating that the visual attention of preoperational stage children could not be improved using the methods employed here. (Author)

ED 120 673 CS 002 503

Dawkins, Betty-Jo

Reading: An Essential in the Middle School Curriculum.

Pub Date Dec 75

Note—59p.; Paper presented to the Graduate School, George Mason Univ.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Junior High Schools, Middle Schools, Reading Achievement, *Reading Comprehension, *Reading Development, *Reading Diagnosis, *Reading Instruction, Reading Research, Study Skills, *Word Study Skills

The lack of reading instruction for seventh and eighth graders is detrimental to their academic development at a most crucial educational period. This study presents both theory and data which substantiate the need for including reading as a specific curriculum element in the middle school. Middle school organizational plans are outlined and traditional reading programs for junior high students are discussed. Statistical information collected from the diagnostic test data of 367 middle school students in a Virginia school indicated reading skills deficiencies in areas such as specific categories of word analysis and comprehension. Several successful reading programs described in recent literature are summarized. Recommendations are given for the establishment of a continued reading skills program for all students in the middle school, not just remedial students. (MKM)

ED 120 674 CS 002 504

Powell, William R.

A Study of Relationships in Teacher Proficiency.

Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Effective Teaching, Elementary Secondary Education, *Problem Solving, Reading, *Reading Instruction, *Reading Research, *Teacher Education, Teacher Evaluation

This study investigated two questions: what relationships exist between a teacher's knowledge of reading and the teacher's ability to solve problems in reading? and What effect does teacher effort have upon teacher knowledge and the teacher's problem-solving ability in reading tasks? Three instruments (the Artley-Hardin Inventory of Teacher Knowledge of Reading, the Powell-Stoll Problems in the Teaching of Reading test, and the Blair Teacher Effort Scale in Reading) were administered to 36 reading resource teachers in a school system in North Central Florida. From the data it was concluded that the three stage model of studying teacher proficiency has merit. There is clear evidence that there is a significant relationship between the teacher's knowledge in reading and the teacher's ability to solve problems in reading. The evidence in this study indicated little relationship between knowledge and problem-solving ability with teacher effort. It was recommended that teacher education programs redefine techniques for the diagnosis and prescription of teacher proficiency. (TS)

ED 120 675 CS 002 505

Powell, William R.

Monitoring Reading Behavior: Criteria for Performance.

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Education, *Evaluation Criteria, *Informal Reading Inventory, Measurement Instruments, Reading Ability, Reading Achievement, *Reading Diagnosis, *Reading Instruction, Reading Research, Reading Skills, *Word Recognition

Effective use of the informal reading inventory (IRI) depends upon the criteria used in determining the functional reading levels and more specifically the word recognition criteria employed in describing acceptable limits of oral reading behavior. The author of this paper looks at the diverse sets of criteria commonly used, the problems associated with these standard approaches, and the two different sets of criteria for word recognition error ratios to be offered for each condition under which the perception data was obtained. A rationale for each of these sets of criteria is presented for each assessment condition as they are developed within a partial theoretical framework. Emphasis is placed on clarifying the criteria problems connected with the informal reading inventory and the teaching and clinical practice which are effected by the evidence offered. (Author/RB)

ED 120 676 95 CS 002 506

Logan, Juanita

Diagnostic Reading Clinic: Title I Evaluation, 1974-1975.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—80p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Program Content, *Program Descriptions, Program Design, Program Effectiveness, *Program Evaluation, *Reading Clinics, *Reading Diagnosis, *Reading Programs, Remedial Reading Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This paper describes the Diagnostic Reading Clinic program, which is part of the Cleveland School System. The first section is an introduction which focuses on the needs and rationale of the program, the goals and objectives of the program, the historical background of the program, and the questions to be answered by evaluating the effectiveness of the clinic's services. The second section focuses on the highlights of the findings of the evaluation, implications and recommendations, and a description of the project, including participants' characteristics, and project operations. The third section focuses on the methods for evaluation, including the basic design, main findings, teacher opinions, parent opinions, the impartial observation team, follow-up consultants, and a correlation study. Eight detailed appendices are included. (TS)

ED 120 677 CS 002 507

Logan, Juanita

Reading Improvement Program, Title I Evaluation, 1974-1975.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—57p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Expenditure Per Student, Primary Grades, *Program Evaluation, *Reading Achievement, *Reading Instruction, *Reading Programs, Reading Research

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Ohio (Cleveland)

This report contains an evaluation of the reading improvement program in the primary grades in Cleveland, Ohio, which attempts to provide specialized reading instruction and support for disadvantaged pupils at a time deemed critical in their school experience. The project utilizes the services of a reading consultant, master teachers, and educational assistants who furnish individual and small group instruction on a daily basis. Pro-

ject services during the 1974-75 school year were provided to a total of 1,756 pupils in grades one, two, and three in 32 public and five non-public schools. Per pupil cost of the project (less custodial costs) was approximately \$452.87 beyond the general fund per pupil cost of \$221.29 for reading instruction. Some of the evaluation findings of the 1974-75 school year show that approximately 63.1 percent of second grade pupils and 68.3 percent of third grade pupils gained one month in reading for one month of instruction and that posttest status for a sample of first grade pupils revealed standings from four months to twenty-two months beyond the nine month standing for first grade pupils with average reading abilities. (MKM)

ED 120 678 95 CS 002 508

Logan, Juanita

Talking Typewriter: Title I Evaluation, 1974-1975.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 76

Note—47p; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Changing Attitudes, Elementary Education, Program Content, *Program Descriptions, Program Design, Program Effectiveness, *Program Evaluation, Reading Improvement, *Reading Programs, *Reading Skills, Remedial Reading, *Remedial Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The Talking Typewriter program has operated in the Cleveland Public Schools as a strategy to improve the reading skills of identified fourth and fifth grade pupils in Title I schools. A responsive environment, augmented with selected materials, special teaching techniques, and the availability of trained staff formed the core of an instructional approach to assist children with unique reading needs. This paper describes the needs and rationale of the program, the historical background of the program, the operation of the program, and evaluation of the program, the highlights of the findings, participant characteristics, project operations, staffing, parent involvement, a teachers' opinionnaire, a principals' opinionnaire, a parents' opinionnaire, and a series of recommendations for the future of the program. (TS)

ED 120 679 CS 002 509

Lamb, Pose

Dialects and Reading.

Pub Date 76

Note—17p; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Beginning Reading, Cognitive Processes, *Dialects, Elementary Education, Language Development, Language Experience Approach, *Language Skills, *Reading, *Reading Processes

Identifiers—Biddialectalism, *Black English

The primary focus of this paper is on black children and the relationship between their productive and receptive language competencies. The solutions which have been proposed to solve the dilemma of black pupils' poor reading achievement are discussed. It is noted that none of the proposed solutions has the unqualified support provided by a mass of empirical data. The eradication theory, which is based on the premise that black language is deficient and that black children must learn to use standard English exclusively, is impractical. The biddialectal or biligual theory suggests providing instruction in an alternative dialect while recognizing the importance of the native dialect. When and how to teach this second dialect are the problems connected with this theory. Beginning readers written in a black dialect may not be an accurate representation of the dialect of the learner. If the language experience approach is used, the syntax should be recorded as dictated, or a white middle class bias against the child's dialect may produce negative responses from the children. Another position is that Black English is perfectly valid and should

be taught as a second dialect to speakers of standard English. (MKM)

ED 120 680

CS 002 510

Davis, E. Dale

Selected Secondary School History Teachers' Suggestions for Teaching Effectively the Special Reading Skills Needed in the Study of History.

Pub Date 75

Note—15p; Unpublished study prepared at the Dept. of Education, Southern Methodist Univ.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Content Reading, Critical Reading, *History Instruction, Questionnaires, Readability, Reading Comprehension, *Reading Instruction, Secondary Education, *Study Skills

The purpose of this study was to determine practices of methods that secondary school history teachers could use to help their students master special skills needed for effectively reading and comprehending printed materials in their classes. Since a range of eighth grade levels of reading achievement may be presented in a history class which uses a common textbook, a need for awareness of reading skills on the part of the teacher is indicated. Sixty-four experienced history teachers who had also received advanced training in the teaching of reading were asked what practices or methods they would consider useful for other secondary history teachers to use. Some of the approaches listed as most effective were: help students learn special vocabulary; be specific when making assignments; give instruction in how to find and use needed reference materials; teach students how to read for the main ideas, supporting details, and different points of view; teach students how to use different parts of textbooks effectively; give specific purpose for reading assignments; teach students to evaluate what they read; use additional source materials; and determine reading level of students and readability level of the text. (MKM)

ED 120 681

CS 002 511

Block, Ann, Ed. Riley, Carolyn, Ed.

Children's Literature Review: Excerpts from Reviews, Criticism, and Commentary on Books for Children and Young People. Volume 1.

Pub Date 76

Note—213p.
Available from—Gale Research Co., Book Tower, Detroit, Michigan 48226 (\$25.00 cloth)
Document Not Available from EDRS

Descriptors—*Authors, Biographical Inventories, *Book Reviews, *Childrens Books, Elementary Education, *Literary Criticism, *Literature, Literature Reviews

This is the first volume of a semiannual children's literature review reference series, each volume of which will present criticism of about 40 authors and will include excerpts from more than 45 books and from various issues of about 35 periodicals. A short paragraph following each author listing identifies the author by nationality, principal genre, and major awards received. The three sections following the biographical comment are: general commentary dealing with major themes; excerpts pertaining to individual titles, arranged chronologically under those titles; and locator or index citations for additional material which might be of interest to researchers. The cumulative indexes include an author, critic, and title index. The authors included in this volume are: Aiken, Alcott, Alexander, Anglund, Armstrong, Bond, Burton, Byars, Cameron, Corvett, Dahl, DeAngeli, DeLong, Dubois, Fitzgerald, Fitzhugh, Fleischman, Fox, Geisel, George, Glubok, Hamilton, Hentoff, Hunt, Deats, Konigsburg, Lee, L'Engle, Lindgren, Milne, Morrow, O'Dell, Potter, Quarles, Raskin, Selsam, Sendak, Singer, Sterling, Sutcliffe, White, and Wojciechowska. (MKM)

ED 120 682

CS 002 512

Schulze, Lydia Domkiv

Best Sellers Evaluated for Readability and Portrayal of Female Characters.

Pub Date 76

Note—105p; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*American Literature, *Characterization (Literature), *Females, *Fiction, Literary Analysis, Masters Theses, *Readability, Reading Research

Identifiers—*Best Sellers

This paper contains a historical review of the literature pertaining to American popular literature and analysis of two different samples of adult fiction on best sellers, one an analysis of readability levels and one an analysis of the portrayal of female characters. In the first analysis the Fry Readability Formula was applied to each of 60 adult fiction best sellers, representing the top ten best sellers starting in the year 1923 and proceeding every ten years up to 1973. The mean readability score for 1923 was 7.3 with a range from grade 6 to 9; for 1933 the mean score was 7.1 with a range from grade 4 to 9; for 1943 the mean score was 7.5 with a range of grade 5 to 10; for 1953 the mean score was 8.3 with a range grade 7 to 11; for 1963 the mean readability score was 8 with a range from grade 6 to 11; and in 1973 the mean score was 7.4 with a range from grade 6 to 10. The second study concerned the kind of portrayal of women in 1924, 1964, and 1974 bestsellers. Some of the conclusions reached were that while all of the 1924 best sellers contained female characters important to the plot, over half of the 1974 novels contained no principal or major supporting females; most of the total female characters were portrayed as young women, and no major difference existed in sexual behavior over the years. (MKM)

ED 120 683

CS 002 513

Gottlieb, Susan M.

Reading Materials for Vocational-Technical Students: An Annotated Bibliography.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Dec 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, Bibliographies, *Careers, *High Interest Low Vocabulary Books, *Reading Materials, Secondary Education, *Trade and Industrial Education, *Vocational Education, Vocational Education Teachers

This annotated bibliography was designed for teachers who instruct students in vocational-technical programs. The first section lists reading materials appropriate for English or reading classes, such as books, programs, and anthologies with high-interest easy-readability and reading games. The second section describes vocational-technical materials such as textbooks related to the various vocational-technical occupations. The third section contains career related material about topics relevant to people entering the world of business. The books in this section may be useful for teachers who wish to identify methods and techniques that will prepare their students for future jobs. The bibliography may also be applicable to student needs for those who wish to read about interviews, available jobs, or general information on careers and attitudes. (MKM)

ED 120 684

CS 002 514

Van Matre, Nicholas H. And Others

Learning from Lecture: Investigations of Study Strategies Involving Note Taking.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-14

Pub Date Sep 75

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Learning Processes, *Lecture, Post Secondary Education, *Reading Research, *Study Skills

Identifiers—Navy, *Note Taking

Two experiments were conducted with college students as subjects in an effort to determine the note taking strategy most effective for learning from lecture. In one experiment students listened to a lecture while engaging in either parallel or distributed note taking. The information density of the lecture and the lecture presentation speed were also varied. In a second experiment, the students engaged in one of four learning strategies involving combinations of note taking and review procedures, with either immediate or delayed review and testing. Results indicated that note taking, by itself, interferes with learning, but when performed in conjunction with a notes review, constitutes the optimal study strategy. Analysis of the notes in connection with recall tests showed that the notes provide a critical control of what was learned. Suggested instructional guidelines are as follows: lectures should be

broken into segments of approximately ten to fifteen minutes and interspersed with either note taking or notes review to optimize classroom learning; instructors should provide an opportunity for students to review their notes; frequent quizzes should be administered to facilitate retention of the material; and repeated presentations of speeded material holds instructional promise. (MKM)

ED 120 685 CS 002 515

Hopmann, Marita. Maratsos, Michael P. Some Facts About Learning About Factive. Pub Date 75

Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Child Language, Early Childhood Education, Elementary Education, *English, *Language Learning Levels, Language Research, *Semantics, *Structural Grammar Identifiers—*Factive

This investigation studied the development of certain predicates called factives, such as "sad," "happy," "know," and "true," by studying the semantic effects of negation on the complements of both factive and non-factive predicates. The subjects were 60 children, divided into three age groups of ten boys and ten girls each; group one, ages 3 1/2 to 4 1/2; group two, ages 4 1/2 to 5 1/2; and group three, ages 6 to 8. The children's comprehension of factive and non-factive predicates was studied by having them choose one of two possible agents after hearing affirmative and negative factive and non-factive sentences. They could choose the agent mentioned in the complement, thus affirming the complement, or choose the unmentioned agent, thus denying the complement. Competence increased into the early school years; the oldest subjects showed a fair mastery of the factive predicates of the study and also showed both general and fine discrimination of the semantics of the non-factive predicates, particularly between the semantics of "true" and "possible" versus those of "think," "want," and "desire." The simplest factive, "know" was comprehended earliest of the studied factives. Affective factives such as "happy" and "nice" were acquired later. (MKM)

ED 120 686 CS 002 516

Hanby, Viridie L. Stiles, Richard L. An Estimate of the Increase of Learning Disabled Students in the State of Washington and the Effectiveness of Teachers in Identifying That Population. Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Diagnostic Teaching, *Educational Diagnosis, *Effective Teaching, Elementary Education, *Exceptional Child Education, *Identification, *Learning Disabilities, Reading Diagnosis, Teacher Role Identifiers—Washington

The purpose of this study was to establish specific guidelines for the initial screening and identification of children with learning disabilities in the state of Washington in the elementary grades. Approximately 6,000 children in the state of Washington were screened for learning disabilities using two methods, teacher identification and standardized group testing measures. Next, all students were referred to a qualified clinical team which ascertained which children did, in fact, qualify as learning disabled under Washington State guidelines. Some of the results indicated that teachers consistently over-identified students as learning disabled at all grade levels and also failed to identify some children who were learning disabled. The clinical team verified the classification of all students as learning disabled that the computer had identified, based solely on cut-off levels on standardized tests as specified by the state guidelines. Based on the multiple regression analysis, teachers at the kindergarten level more effectively identified the learning disabled population than at any other grade level. (MKM)

ED 120 687 CS 002 518

Thomas, Thomas C. Pelavin, Sol H. Patterns in ESEA Title I Reading Achievement. Stanford Research Inst., Menlo Park, Calif. Spans Education—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—EPRC-4537-12

Pub Date Mar 76

Contract—OEC-300-76-0025

Note—106p.; Presented as a paper at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976); Tables may reproduce poorly due to small type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Disadvantaged Youth, Elementary Secondary Education, Federal Programs, Reading, *Reading Achievement, *Reading Instruction, *Reading Programs, Reading Research Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This report describes and interprets the reading achievement rates of Title I participants over a period of six years beginning with the school year 1968-69. The primary data source consisted of 283 ESEA Title I evaluation reports for the years 1969-1974, supplemented by information from the state Title I offices. From pretest and posttest data average monthly gains in grade equivalents were calculated by year and grade. The average of the reported monthly gains are consistently near a 1.1 month gain for each month in Title I across grades and years (1971-1974). In terms of the unofficial standard of success, which is a month's gain for a month in the program, Title I can be judged a significant success. However, evidence is presented that the expected achievement pattern of the disadvantaged student changes to lowered achievement during summer periods without reading instruction. (MKM)

ED 120 688 CS 002 519

Perfetti, Charles A.

Reading Comprehension Depends on Language Comprehension.

Pub Date Apr 76

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Decoding (Reading), Elementary Education, *Language Skills, Phonology, *Reading Comprehension, Reading Research, *Reading Skills, Semantics, *Word Recognition

A corollary of the principle that reading comprehension depends on language comprehension is that word skill plus language comprehension skill produces reading comprehension skill. This corollary points to word decoding as being the major source of differences in skilled reading. Various data supporting this claim have been collected from measuring vocalization latency, latency of same-different judgments to letter strings, decision times to judge whether printed words name orally presented targets, time to decide whether a word target is present in a word string, time to decide whether a semantic target is present in a word versus a picture, and time to decide whether a string of words contains a semantic target. In addition, it has been found that differences between reader groups have been largest when production was required and when a semantic decision was required. These facts all suggest the conclusion that speed of accessing the phonological representation of a word is a major skill component differentiating readers. (JM)

ED 120 689 CS 002 520

Guthrie, John T. Tyler, S. Jane

Psycholinguistic Processing in Reading and Listening among Good and Poor Readers.

Pub Date Apr 76

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Decoding (Reading), Elementary Education, *Listening Comprehension, Listening Skills, *Psycholinguistics, Reading Ability, *Reading Comprehension, *Reading Processes, Reading Skills, Standard Spoken Usage, Written Language

In this investigation, the differences in psycholinguistic processing of written and spoken language and the psycholinguistic deficiencies of poor readers were studied by giving meaningful, anomalous, and random word strings to 18 good readers and 18 poor readers who were reading at the fourth grade level. It was found that in both spoken and written conditions, the order of recall was meaningful, then anomalous, and finally random words, suggesting that syntactic and semantic

demands of spoken and written sentences were similar. Poor readers were inferior to good readers on written presentations. The groups were similar on spoken presentations. The reading comprehension deficiency could not be attributed to inadequate psycholinguistic processing, memory, or automaticity in decoding. Incomplete decoding during silent reading by poor readers was supported as an explanation. (Author/JM)

ED 120 690 CS 002 521

Levin, Joel R. And Others

Pictures, Repetition, and Young Children's Oral Prose Learning.

Pub Date 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Abstraction Levels, *Child Language, *Language Learning Levels, Language Research, Linguistic Performance, Memory, Primary Grades, *Recall (Psychological), Speech Skills

The purpose of this research was to assess the validity of recent claims that experimenter-provided pictures facilitate young children's oral prose learning. The major question of interest was whether the pictures do nothing more than prompt the child to process the just presented information one more time. Three experiments were designed to test this problem. The data revealed that although first-grade children do indeed benefit from either self- or experimenter-supplied repetitions of text (relative to no repetitions), the facilitation is not as great as that associated with pictures. (Author/MKM)

ED 120 691 CS 002 522

Dunn-Rankin, Peter

Using After Images in the Analysis of Letter and Word Focalization.

Pub Date Apr 76

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Eye Fixations, Eye Movements, *Figural Aftereffects, *Letters (Alphabet), Models, Reading, *Reading Processes, Reading Research, Reading Skills, *Visual Perception, Visual Stimuli, Word Recognition

This paper presents the results of investigations into mature readers' focal point when viewing letters, words, and phrases. The focal points are accurately determined by using the after image created from a spot of light. The after image is then superimposed on the reading material. The results show that the focal point does not fall haphazardly on the stimulus, nor is it evenly distributed. Rather, a mechanism of subconscious visual preprocessing is suggested. This preprocessing, while an innate capacity of the organism, is susceptible to development by frequency of exposure to such symbolic stimuli as letters and words. In the mature reader this visual preprocessing results in an efficient placement of the focal point. A developmental model of visual preprocessing as it relates to reading is proposed. (JM)

ED 120 692 CS 002 523

Andre, Thomas And Others

Forgetting of Prose as a Function of Interpolated Passage Content and Organization.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Cognitive Processes, Higher Education, *Memory, *Reading Comprehension, *Reading Processes, Reading Research, Reading Skills, *Recall (Psychological), Retention Studies

In three studies subjects read two successive passages and then were tested for retention of the first. Each passage described the characteristics of a series of entities (diseases or countries) along a series of dimensions (symptoms, cause, etc., or climate, soil type, etc.). The first passage described five diseases and was organized by name; each paragraph treated a different disease

in turn. Second passages were either name-organized or dimension-organized (each paragraph treats a different dimension), and discussed one of three different contents. A change in organization from first to second passage was expected to reduce interference. Instead the effect of a change in organization was moderated by the structural relationships that existed between the original and interpolated passages. The third experiment demonstrated that when subjects were made aware of the underlying structures of the passages, retroactive inhibition was eliminated. These findings have implications for understanding the nature of the memory structures and encoding strategies employed by subjects while learning from reading. (Author)

ED 120 693 CS 002 525

Docherty, Edward M. Resnick, Judith A.

Rethinking "Thinking about Thinking."

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Abstract Reasoning, Child Language, Children, *Cognitive Processes, *Concept Formation, Elementary Education, *Language Learning Levels, Language Research, *Thought Processes

Identifiers—*Recursive Thinking

Two experiments were designed to assess children's ability to understand recursive structures of thinking which include thinking about contiguous people, thinking about action between people, thinking about thinking, and thinking about thinking about thinking. In Experiment I, 32 second, fourth, sixth, and eighth graders were tested on eight tasks designed to assess the ability to understand recursive structures. The tasks varied on both content and logical or structural dimensions. Both content and structure were found to have a significant effect on performance. In Experiment II, 24 concrete operational and 24 formal operational children, all eighth graders, were tested on nine recursive and nonrecursive tasks varying in content. A significant interaction was obtained between developmental level and structure of the task. Analyses indicated that formal operational subjects performed better than concrete operational subjects on the recursive tasks, while there was no difference in performance on two of the three nonrecursive tasks. The results were interpreted to support the hypotheses that the ability to understand recursive structure requires formal operations. (Author/MKM)

ED 120 694 CS 002 526

Eherwein, Lowell Franke, Mary

An Investigation of the Relationship Between Teachers' Knowledge of Phonics Generalizations and Their Ability to Pronounce Nonsense Words.

Pub Date 74

Note—15p.; Paper presented at the Annual Meeting of the National Reading Conference (Houston, December 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary School Teachers, Higher Education, Inservice Teacher Education, *Phonetics, *Phonics, Preservice Education, *Pronunciation, *Reading Instruction, Reading Research, *Reading Skills, Teacher Education

Elementary preservice and classroom teachers were given a nonsense word test and a test of phonetic generalizations to determine if teachers can use their knowledge of phonetic generalizations when pronouncing unknown nonsense words, and if there is a relationship between the ability to pronounce unknown nonsense words and knowledge of phonetic generalizations. Results revealed that the total teacher population pronounced correctly a little over half of the nonsense words and preservice teachers did better than inservice teachers, and the relationship was low but significant for the total teacher population and high and significant for preservice teachers. (Author/RB)

ED 120 695 CS 002 527

Guttmann, Joseph

The Effects of Pictures and Partial Pictures on Children's Oral Prose Learning.

Pub Date 76

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Children, Elementary Education, *Imagery, *Listening Comprehension, Listening Skills, *Pictorial Stimuli, *Visual Learning, Visual Perception, Visual Stimuli

The main purpose of this study was to determine whether partially imposed imagery can be facilitative in children's oral prose learning at an age where fully induced imagery is not. The results of this experiment are somewhat consistent with this speculation. While kindergarten subjects benefited only with fully imposed imagery, second grade subjects' performance under a partially imposed imagery strategy fell somewhere between that under fully imposed and fully induced strategies. Finally, by third grade subjects benefited even from a fully induced imagery strategy. The results are discussed in terms of the theoretical and practical implications for visual imagery development. (Author)

ED 120 696 CS 002 528

Royer, Paula Nassif

The Effects of Specificity and Position of Written Instructional Objectives on Learning from Lecture.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Objectives, Educational Research, Incidental Learning, Intentional Learning, *Learning, Learning Motivation, *Lecture, Phonotape Recordings, *Tape Recordings, *Teaching Methods

The effects of specificity and position of written instructional objectives on learning from an audiotaped lecture were investigated using materials from Rothkopf and Kaplan (1972). Subjects received either specific or general objectives before or after the four sections of the lecture. A control group received no objectives. Vocabulary items used throughout the experiment served as the covariate in analysis. Results indicating a departure from previous findings on the use of objectives with written text showed that the before position increased intentional learning over the after position. Incidental learning was significantly higher than intentional learning for treatment groups combined and particularly for the after groups. (Author)

ED 120 697 CS 002 529

Moore, Betty Jean

A Statistical Evaluation on Heinsen's "Visual Motor Development" Program and Its Effects upon the Reading Achievement of a Group of Disabled Readers.

Pub Date 76

Note—17p.; Paper presented to the Research Committee of the Texas State Council of the International Reading Association (San Antonio, Texas, March 26, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Motor Development, Program Evaluation, *Reading Achievement, Reading Programs, *Remedial Reading, *Sequential Learning, Statistical Analysis, *Visual Discrimination, Visual Perception

Identifiers—*Visual Motor Development Program

The purpose of this study was to evaluate the effects of sequential visual-motor skills, developed as described in "Visual Motor Development" (VMD), on the reading achievement of children enrolled in a remedial reading program in a San Antonio elementary school. Data were obtained from 52 children in first through sixth grades divided evenly into an experimental and a control group. Subjects in both groups received individually prescribed programs of remedial reading, with only the experimental group receiving additional daily fifteen-minute instruction and practice in VMD activities. Findings after eight months of instruction showed that the VMD Program in this study did not significantly affect either reading achievement among remedial reading pupils or the visual-motor skills assessed by tasks rated on the Motor Coordination Rating Scale. However, the remedial reading

procedures used with both groups were effective, producing statistically significant t-values. (JM)

ED 120 698 CS 002 530

Moore, Betty Jean

Living History: Using Role-Playing in the Classroom.

Pub Date Mar 76

Note—14p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Creative Dramatics, Dramatic Play, Elementary Education, History Instruction, *Language Development, *Oral Expression, Reading Readiness, *Role Playing, *Teaching Methods

Oral language development, the single most important factor in determining readiness for reading, may be enhanced through creative drama, especially role playing. Role playing is spontaneous play which traditionally has served many purposes, including promoting socialization. It can also be a unique method of recreating historical episodes in which past leaders or events can be brought to life as children assume roles of historical significance. To do this, the teacher selects unfamiliar events from history; the cast role plays their solution to the historical problem; and the teacher then has them consult sources to learn what really happened. Examples may be seen in three problem stories based on factual information which was dramatized to make the episodes more lively and appealing. (JM)

ED 120 699 CS 002 531

Berman, Judith R.

The Use of Music for a Nonverbal Reading Prototype: An Investigation of Auditory-Visual Processing in Poor and Good Readers.

Pub Date 76

Note—36p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Auditory Discrimination, Aural Learning, Beginning Reading, *Decoding (Reading), *Listening Comprehension, *Music, *Nonverbal Communication, Primary Education, Reading Comprehension, *Reading Instruction, Reading Research, Teaching Methods

It was hypothesized that nonverbal auditory-visual processing skills relevant to reading could be investigated through a music program structured to parallel the verbal decoding process. The current investigation consisted of three endeavors: the development of a nonverbal reading prototype (through the application of music); the development of a nonverbal auditory-visual instructional program (based upon the reading prototype); and an examination of the differences between poor and good readers in learning the instructional program (with particular attention directed toward specifying the auditory-visual processing difficulties experienced by poor readers). Twenty second grade students in a Watertown, Massachusetts public school participated in this study. Results indicated that auditory processing skills of a sequential nature may be of critical importance to reading competence, and encourage extended applications of music as a culture-free educational medium. (Author)

ED 120 700 CS 002 533

Worthington, James Dunagan

A Comparison of Three Delivery Systems for a Competency-Based Program to Prepare Preservice Elementary Teachers to Teach Word-Attack, Vocabulary, Comprehension, and Reading in Content Areas.

Pub Date 75

Note—250p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7692, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Comparative Analysis, *Content Reading, *Delivery Systems, Doctoral Theses, Elementary School Teachers, Higher Education, *Performance Based Teacher Education, *Preservice Education, *Reading Instruction, Reading Research, Teacher Education, Teaching Methods

The three delivery systems investigated in this study included: lecture and large group discussion (LLG); independent-study module (ISM); and structured guidance, peer-group teaching, and small-group discussion (SGD). Fifty-one preservice teachers comprised the sample. All subjects were required to complete the same knowledge-level competencies. The LLG and SGD treatment groups met as traditional classes three sessions per week. The ISM treatment group did not meet for class but had "volunteer help sessions." Students in the SGD treatment group were required to complete additional performance-level competencies including peer-group teaching and small-group discussion of their materials and strategies. All subjects were pretested and posttested. It was concluded from the findings that the SGD group acquired significantly greater knowledge of teaching word-attack and vocabulary than the LLG and ISM treatment groups. The SGD group also acquired a more positive attitude toward teaching reading than the LLG and ISM groups. Shifting responsibility of learning from the teacher to the learner enabled the SGD group to achieve significantly greater knowledge acquisition than the ISM and LLG treatment groups. (Author/TS)

ED 120 701 CS 002 538

Steinruck, Yvonne Sui

The Effects of Instruction in Miscue Analysis on Teachers' Perceptions of the Reading Process and on Their Instruction in Reading.

Pub Date 75

Note—157p.; Ph.D. Dissertation, The University of Toledo

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8365, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Evaluation Methods, Higher Education, Inservice Teacher Education, *Miscue Analysis, Preservice Education, *Reading Instruction, *Reading Processes, Research Methodology, *Teacher Attitudes, Teacher Education, *Teaching Methods

Identifiers—SOSORI, STORP

The purposes of this descriptive study were to determine what changes occurred in teachers' perceptions of the reading process—as measured by the Sui Test of Teacher Perception of the Reading Process (STORP)—after instruction in miscue analysis, and to determine what changes occurred in teachers' classroom reading instruction—as measured by the Sui Observation Scale of Reading Instruction (SOSORI)—after instruction in miscue analysis. A workshop was specifically designed to help teachers examine the reading process using instruction in miscue analysis, develop a psycholinguistic perspective of the reading process, and translate this psycholinguistic viewpoint into classroom practices. The analyses of the data collected before and after the workshop in miscue analysis, consistently demonstrated that there were changes in the workshop participants' perceptions of the reading process, instructional emphases, and organization for instruction. Two additional contributions of this study were the development of the STORP and SOSORI. These instruments can be used as a research tool and an instructional device for self-analysis in preservice and inservice teacher education programs. (Author/RB)

ED 120 702 CS 002 539

Schmer, Mabel Jean

Investigation of the Development of Individual Differences in Visual Ability and Verbal Processes in Paired-Associate Learning in Children.

Pub Date 75

Note—129p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8103, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Children, *Cognitive Development, *Cognitive Processes, Doctoral Theses, *Photographs, Primary Education, *Verbal Communication, Verbal Stimuli, *Visual Stimuli

Eighty four-year-old and 80 seven-year-old subjects were given a standard paired-associate learning (PAL) task and a battery of ability tasks (Labeling, Recognition, Labeling Time, Digit Span, Visual Memory, Spatial Relations, Vocabulary, and the Follow the Instructions test) to in-

vestigate the development of individual differences in visual abilities and verbal processes as related to the learning task. The paired-associate task showed two main effects; photographs were superior to words as stimuli, words were superior to photographs as responses, and there was an interaction between age and response items. Photographs as response items were an inhibiting factor to four-year-olds' learning but not to seven-year-olds'. A developmental trend was shown for all ability tasks, with seven-year-olds' performance significantly exceeding four-year-olds' performance on all tasks. Differences in abilities and in the factors demonstrated by the two age groups appear to indicate that a transition in cognitive processing occurs within the age range of our to seven as predicted by developmental cognitive theories. (Author/LL)

ED 120 703 CS 002 540

Morse, Jane McCullough

Effect of Reader-Generated Questions on Learning from Prose.

Pub Date 75

Note—130p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8701, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Students, Doctoral Theses, *Learning Processes, *Reading Comprehension, *Reading Instruction, Reading Research, *Reading Skills

Identifiers—*Advanced Organizers, Reader Generated Questions

The purpose of this study was to determine the effects of reader generated questions while studying textbook-type material. One hundred and eight college students were assigned to one of the following treatment conditions: experimenter presented questions before reading, reader generated questions before reading, experimenter presented questions after reading, experimenter presented questions before and after reading, reader generated questions after reading, reader generated questions before and after reading, reader generated questions before and after reading with extended time, and no questions. No significant differences among groups were revealed as a result of variation in reading passages or position of questions on an evaluative posttest. Although experimenter generated questions proved to be somewhat more facilitative than reader generated questions, the extension of review time caused all significant differences between groups to disappear. Similarly, groups who utilized any of the types of questions did not differ significantly from the control groups. Thus, within the limits of this experimental situation, the results indicated that reading alone may be as effective as reading plus questions. (KS)

ED 120 704 CS 002 541

King, Dwade Robert

A Comparison of the Effectiveness of Sensory Stimuli in Teaching Beginning Reading to Disadvantaged Children.

Pub Date 75

Note—203p.; Ed.D. Dissertation, Texas Tech University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7373, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Beginning Reading, Bilingual Students, Cognitive Processes, *Disadvantaged Youth, Doctoral Theses, Grade 1, Learning Modalities, Primary Education, *Reading Instruction, Reading Research, *Sensory Experience, *Sight Method, Stimulus Behavior, Teaching Methods

This study compared 5 groups (45 each) of disadvantaged first grade children learning to read 16 basic sight vocabulary words. The subjects were enrolled in 1 of 16 classrooms on three campuses of a school district in Texas located on the southern border between the United States and Mexico. Furthermore, all spoke Spanish as their first language. None could read Spanish or English prior to training but each had developed a listening and speaking vocabulary in English. Each group was designated by type of stimuli used in training. All stimuli patterns had in common the presentation of each word in printed form and presentation of each word by audiotape reproduction. Results were analyzed for four vari-

ables: stimuli patterns, sex of the students, word length, and similar and dissimilar words. The most effective stimuli pattern was that utilizing the greatest number of stimuli. However, an analysis of variance did not reveal a statistically significant difference at the .05 level for any of the four variables. (Author/LL)

ED 120 705 CS 002 542

Keys, Delpha Bostock

A Pre-Reading Program for Kindergartens Based upon Piagetian and Montessorian Models for Instruction: A Descriptive Study of Its Installation and Implementation.

Pub Date 75

Note—185p.; Ed.D. Dissertation, Columbia University Teachers College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7778, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Beginning Reading, Doctoral Theses, Inservice Teacher Education, Kindergarten Children, *Prereading Experience, Primary Education, Program Evaluation, *Reading Programs, *Reading Readiness, Reading Research, *Teaching Methods, Teaching Models

Identifiers—Montessori (Maria), Piaget (Jean)

A kindergarten pre-reading program was designed based upon Piagetian and Montessorian theory. During the pilot study, pre-reading experiences, materials and games were created to encourage individual diagnosis and specific pre-reading skills assessment. The following year the investigator conducted a descriptive study of the program's implementation in two kindergartens of different socioeconomic populations. The program's execution was evaluated by means of behavioral observations of teachers, aides and pupils, formative and summative pre-reading assessments, and the teacher interviews. The results showed similarities and differences in the two teachers' applications. It was concluded that the program was implemented and had effected a higher percentage of individualized kindergarten instruction, but it appeared that the program's capacity to improve pupils' pre-reading skills depended upon several factors. Large-scale testing of the program focusing on teacher, aide and pupil behaviors and the Piagetian and Montessorian Models for Instruction was recommended. (Author/LL)

ED 120 706 CS 002 543

Glickman, Judith R.

Review of Research—Sex Differences in Intellectual Functioning: Myth or Reality.

Pub Date May 76

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Achievement, Behavioral Science Research, Behavior Development, *Cultural Factors, *Intellectual Development, *Intelligence Differences, Literature Reviews, Research Problems, *Sex (Characteristics), *Sex Differences, Sex Role, Sex Stereotypes

Sex difference research has been plagued with a myriad of problems. Specifically, intelligence testing, if dependent on measurement of spatial or verbal proficiency, may not be an accurate indicator of native ability. Similarly, infrequent replication of studies, studies that only include subjects of one sex yet imply sex differences, and poor test validity are issues that concern the researcher. Cultural expectations may largely account for sex role differences and ethnic stereotyping, although causes are elusive. According to the review of research conducted by MacCoby and Jacklin (1974), the following myths may be defined: Girls are more social, "suggestable," auditory, and affected by heredity than boys; girls are better at rote learning and have lower self esteem than boys; boys are more analytic, achievement oriented, and affected by environment than girls. Research "realities" include evidence that while girls have greater verbal ability than boys, boys excel in visual-spatial ability, mathematical ability, and are more aggressive than girls. The physiological basis for these differences (such as brain lateralization, hormones, etc.) has not been substantiated. Rather, the notion of cultural reinforcement seems much more realistic. (KS)

ED 120 707

Betta, Emmett Albert
Spelling and Phonics.
Pub Date 76

Note—137p.; Paper presented at the Annual Meeting of the International Reading Association (Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Beginning Reading, *Language Development, *Language Skills, *Phonics, Primary Education, *Reading Instruction, Reading Skills, *Spelling Instruction, *Vocabulary Development, Word Recognition

This discussion on spelling and phonics focuses on beginning reading vocabulary (phonology and graphemics of high utility words), factors in word perception (their recognition in teaching word perception skills), premises and principles of phonics (their relation to curriculum content and to methods), phonic rules or spelling patterns (their validity and hazards), and letter names (knowledge of letter names as one predictor of readiness for reading and fact or myth regarding value or learning). Appended is a bibliography which can serve as a springboard for educators and researchers committed to the serious study of orthography as a roadblock to reading, an index to the diversity of problems to be solved before commitment to an initial learning medium or to spelling reform, and a survey of opinions and facts regarding spellings as representations of language. (HOD)

ED 120 708

Kahn, Gloria Batkin

The Development and Implementation of an Applied Psychology Course Utilizing Behavior Modification Procedures to Supplement a Community College Reading Program for Open Enrollment Students.

Pub Date 75

Note—141p.; Ed.D. Dissertation, Columbia University Teachers College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7777, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Behavioral Science Research, Community Colleges, Doctoral Theses, Junior Colleges, Open Enrollment, *Operant Conditioning, Program Evaluation, *Reading Improvement, Reading Instruction, Reading Research, *Remedial Reading Programs, *Student Attitudes, *Study Skills, Teaching Methods, Testing

This study attempted to assess the effect of behavior modification techniques on community college open enrollment students with severe educational deficits. Of 30 suburban New York members of a reading class, half were exposed to direct teaching, instructor praise, peer partners, self and peer ratings, role playing, Premack contracts, testwise training, and relaxation and systematic desensitization. It was hoped that the additional hour of training, three times a week, would result in more active involvement, better self-management, and a lessening of test-taking anxiety, as well as generalize to the reading program itself. Evaluation by posttest revealed no significant difference between the experimental and control groups. Possible explanations for the lack of reading improvement included the possibility of an overly relaxed test-taking attitude and the fact that the experimental group read over twice as many books as the control group. Questionnaires indicated that the experimental group felt more favorably toward their instructor, however, and self-reports and direct observation revealed changes in attitude such as increased self-confidence, awareness of others' problems, and understanding of others. (KS)

ED 120 709

Houston, Arneida

An Analysis of the Effectiveness of the Cloze Procedure as a Teaching Technique with Disadvantaged Children.

Pub Date 76

Note—99p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7192, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Cloze Procedure, Disadvantaged Youth, Doctoral Theses, *Educationally Disadvantaged, Elementary Education, Grade 6,

CS 002 547

Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Research, *Teaching Methods, Vocabulary Development

Twelve sixth grade classes were randomly assigned to two experimental groups and a control group. Experimental group one contained three classes which received 27 cloze lessons containing a systematic deletion count of every tenth word. Experimental group two contained three classes which received 27 cloze lessons with an every tenth word deletion count with the first letter of every word retained as a clue. The control group received no prescribed treatment. The Gates-MacGinitie Reading Tests were used to ascertain the comparability of groups before experimental treatment began. It was found that there were significant differences in comprehension between the experimental and control groups, favoring the control group; there were no significant differences between the experimental and control groups in vocabulary; and there were differences between the cloze and modified cloze groups in comprehension, favoring the cloze reading performance for disadvantaged children. (Author/TS)

ED 120 710

Harty, Kathleen Fahy

A Comparative Analysis of Children Who Enter Kindergarten Reading and Children of the Same Age Who Require Additional Readiness for Reading.

Pub Date 75

Note—244p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,815, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Comparative Analysis, Early Childhood Education, Failure Factors, Kindergarten Children, *Learning Characteristics, *Prereading Experience, Primary Education, *Reading Ability, Reading Achievement, *Reading Readiness, *Sex Differences, Student Characteristics, Success Factors

The purpose of this study was to compare the characteristics of kindergarten readers with those of children who entered kindergarten but could not read. One hundred thirty children were identified as readers and 130 children were randomly selected from each of the readiness and non-readiness groups in the Madison, Wisconsin public schools. A self-concept test, four different language tests, and an auditory discrimination test were administered. Significant differences between the three groups were determined in the following areas: language development, auditory discrimination, teachers' perceptions, socioeconomic level, frequency of parent reading to child, age when child first watched "Sesame Street," attendance at preschool, and visits to the public library. Sex differences were apparent for the following areas: chronological age, self-concept, height and weight, socio-economic level, ordinal position in family (girls), child care since birth (boys), parent reading, age of "Sesame Street" viewing, preschool attendance (boys), and public library visits (girls). In addition, information about the learning process was obtained from a questionnaire administered to parents of readers. (KS)

ED 120 711

Grissom, Pauline Viola West

Preferences of Black Children in the Primary Grades for Basal Reading Books.

Pub Date 75

Note—129p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9405, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Basic Reading, Books, Doctoral Theses, *Negro Students, Primary Education, *Reading Material Selection, Reading Research, *Sex Differences, *Student Interests, Textbook Selection

Identifiers—Ginn Basal Reading Series

The two readers used in this study were both editions of the Ginn Basal Reading Series. Illustrations in the older Revised Editions depicted no black characters. The newer 100 Editions introduced black characters in the illustrations. The research tested children's preferences for these basal readers by sex, grade level, achievement

levels within grades, as well as combined-grade achievement levels. In addition, reasons for preferences were examined within those dimensions. The total population consisted of 558 black children in a Detroit Public School. All subjects were given three minutes to examine each edition of the basal readers appropriate to their grade level. Subjects were then asked for their preference and the reason for that preference. The significant differences between preferences were all found in sex. Some of the findings were that girls in Primary I demonstrated a strong preference for the 100 Edition while boys at this level demonstrated a preference for the Revised Edition. It was concluded that boys and girls were influenced differently when they chose a basal reader. (Author/TS)

ED 120 712

Frieder-Vierra, Andrea

School-Year and Summer Reading Growth of Minority and Non-Minority Children in Albuquerque, New Mexico.

Pub Date 75

Note—123p.; Ph.D. Dissertation, The University of New Mexico

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7957, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Grade 5, Intermediate Grades, Mexican Americans, Middle Class, *Minority Group Children, *Reading Ability, *Reading Achievement, *Reading Development, *Reading Improvement, *Reading Instruction, Reading Research

This study investigated whether summer vacation accounts for more of the reading achievement gap between minority and non-minority children than does the school year. To test for the summer effect, the reading subtests of the Comprehensive Tests of Basic Skills were administered to approximately 1,200 fifth-grade children in 15 public schools in Albuquerque, New Mexico. Ethnic, income, and residential data were also collected. Results indicated that summer does not account for more of the reading gap between minority and non-minority children; in fact, the gap closed during the summer and widened during the school year. Residence is the most effective variable in this context. Three calendar-year learning patterns emerged. The first involves substantial school-year loss offset by summer gain. The second involves moderate school-year gain offset by summer loss. The third involves excellent school-year gain and no summer loss. These patterns are described in terms of barrio and non-barrio Chicano children in different income groups. The results of this study were also compared to the results of three previous related studies. The comparisons and results are discussed. (Author/TS)

ED 120 713

Cox, Judy Richardson

A Study of the Syntactic Competence of Adult Beginning Readers.

Pub Date 76

Note—30p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976); Based on author's Ph.D. thesis, University of North Carolina at Chapel Hill

Available from—Theses only—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9230, MFilm \$7.50, Xerography \$15.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Basic Education, *Beginning Reading, Literacy Education, *Measurement Instruments, *Readability, Reading Diagnosis, Reading Research, Research Methodology, *Syntax

Identifiers—Readability Formulas

In this study, a test of syntactic complexity was developed to be administered to adult beginning readers. The purpose of the test was to determine syntactic competence in the reading of these adults as compared with literate adults. The test was developed on the basis of a review of the literature related to acquisition of syntax, complexity of relative clauses, and order of difficulty of sentence transformation. The test was administered to 21 Adult Basic Education (ABE) students and to 21 college students. The findings proved the hypothesis that the syntactic capability of adult beginning readers would be less ad-

vanced than that of literate adults. Complex items were generally more difficult than simple items. It was concluded that the test instrument constructed, with some modifications, could prove to be a good diagnostic instrument for determining reading syntax needs of ABE students. The results of the study provide further research clues for constructing more suitable readability formulas. (Author/TS)

ED 120 714 CS 002 559

Estes, Daniel Buchanan

Some Effects of Student and Teacher Field-Dependence-Independence on Reading Achievement at the End of Grade One.

Pub Date 75

Note—75p.; Ed.D. Dissertation, University of Maine

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7427, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Cognitive Processes, Doctoral Theses, Grade 1, Primary Education, Reading Ability, *Reading Achievement, Reading Research, *Teaching Methods, *Visual Perception

Identifiers—*Field Articulation, Field Dependence, Field Independence

The purpose of this study was to investigate the relationship between field articulation and reading achievement at the end of grade one, and to investigate the effect on the pupil's reading achievement of the field articulation of the classroom teacher. The sample of pupils was drawn from eight first grade classrooms of female teachers. The teachers were designated field-dependent or field-independent on the basis of their performance on the Group Embedded Figures Test. Selected pupils had to meet several criteria, including having an intelligence score between 84 and 116 on the Otis-Lennon Mental Abilities Test. Pupils who scored in the upper and lower thirds on the Portable Rod and Frame Apparatus were designated field-dependent and field-independent respectively. Comparisons of the means of the reading subtests of the Cooperative Primary Tests were carried out between groups of field-dependent and field-independent pupils. It was concluded that reading achievement at the grade one level is not related to the field articulation of pupils of either sex, and reading achievement at grade one is not related to the match or mismatch of the pupil's field articulation with that of the teachers. (Author/TS)

ED 120 715 CS 002 560

Epner, Marcia Gornick

Development and Evaluation of a Junior College Reading Program to Train Teacher Aides.

Pub Date 75

Note—303p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8025, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Community Colleges, Doctoral Theses, Educational Research, Junior Colleges, *Paraprofessional School Personnel, *Program Development, *Program Evaluation, Reading Instruction, *Reading Programs, Reading Research, *Teacher Aides

The purpose of this study was to evaluate the effectiveness of a two semester junior college reading program designed to train teacher aides to assist professionals in reading programs. Null hypotheses were that a training program for paraprofessional reading aides would result in no significant mean score differences in acquired proficiencies associated with the teaching of reading, no significant mean score differences in reading ability of aides, no significant mean score differences in language ability of kindergarten and grade one students, and no significant mean score differences in language and reading ability of grade two students. It was concluded that differences between the performance of the control and experimental groups were significant. The four null hypotheses set forth in this study were rejected. (Author/RB)

ED 120 716 CS 002 561

Ellis, DiAnn Joyce Waskul

The Cognitive Development of Early Readers.

Pub Date 75

Note—192p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4883, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Cognitive Development, Conservation (Concept), Doctoral Theses, Early Childhood Education, *Early Reading, Middle Class, *Oral Reading, Preschool Education, *Reading Ability, *Reading Achievement, Reading Research, Reading Skills

This study describes certain characteristics of early readers, with emphasis on their accomplishments on eight Piagetian tasks. The early readers were defined as those children who were between four and six years old, who could read at the pre-primer level or higher, and who had not attended elementary school. The population of the study consisted of 20 middle class subjects, 9 girls and 11 boys. Findings revealed that classification tasks correlated significantly with the subjects' instructional reading levels. The language and total Piagetian task scores correlated significantly with the subjects' independent reading levels, and the deceleration and total Piagetian task scores correlated significantly with mental age and intelligence. The mental ages of the subjects correlated significantly with the language task scores. When word recognition scores were used as the criterion for separating the sample into beginning and advanced early readers, the advanced group performed significantly better on the conservation tasks. Descriptive data of subjects' reading abilities were also analyzed. The findings suggest that further research with early readers is warranted. (Author/RB)

ED 120 717 CS 002 564

Amoriell, William James

Reading Achievement and the Ability to Manipulate Visual and Auditory Stimuli.

Pub Date 75

Note—194p.; Ed.D. Dissertation, University of Maine

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-7423, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Aural Stimuli, *Beginning Reading, Doctoral Theses, Primary Education, *Reading Ability, *Reading Achievement, Reading Research, Reading Skills, *Visual Stimuli

The purpose of this study was to isolate some independent variables that may be directly related to beginning reading ability. The study was conducted in two phases: the piloting and revision of four perceptual tests involving the ability to manipulate sequential stimuli within or between the visual and auditory modalities; and the administration of the revised, perceptual tests to two groups of third-graders. The pilot tests were administered to 77 children within a single elementary school. The revised tests were administered to 50 children average or above in reading achievement and 50 children retarded more than one year in reading. It was concluded from the results that only one of the perceptual tests differentiated between the retarded and average or above readers. The average or above readers performed significantly better than the retarded readers on the revised, visual intrasensory test. It was also found that girls performed significantly better than the boys on the revised, auditory intrasensory test. (Author/TS)

ED 120 718 CS 002 565

Aikin, Margaret Shaffer

An Investigation of Instruction to Reading Achievement Measurement for Non-Advantaged Reading Students in Grades 5-6.

Pub Date 75

Note—56p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9626, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Disadvantaged Youth, Doctoral Theses, *Educationally Disadvantaged, *Evaluation Methods, Intermediate Grades, *Reading Achievement, *Reading Diagnosis, Reading Instruction, Reading Research, Testing

This study was designed to determine the difference, if any, in reading scores of disadvantaged fourth and fifth grade reading students when administered the Stanford Reading Tests (form W and Y) by either standard procedure or by tape. Fifty-three disadvantaged students of the

Pawhuska (Oklahoma) elementary School were divided at random into two groups, and their scores compared to a control group of fifty-six advantaged students, also divided randomly into two groups. Findings reveal no significant differences in the reading scores of either the advantaged or the disadvantaged group when administered tests by directions from the manual as opposed to administration by tape. Combining the scores of the two disadvantaged groups resulted in no significant differences, as did combining the scores of the two advantaged groups. In conclusion, it is suggested that further studies be initiated in an attempt to find better methods of presenting reading tests to disadvantaged readers. (KS)

ED 120 719 CS 002 566

Dickerson, Dolores Pawley

A Comparison of the Use of the Active Games Learning Medium with Passive Games and Traditional Activities as a Means of Reinforcing Recognition of Selected Sight Vocabulary Words with Mid-Year First-Grade Children with Limited Sight Vocabulary.

Pub Date 75

Note—351p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8833, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Childrens Games, Class Activities, Comparative Analysis, Doctoral Theses, *Educational Games, Grade 1, *Learning Activities, Primary Education, *Reading Games, Reading Research, Remedial Programs, *Remedial Reading, *Sight Vocabulary, Vocabulary Development

The subjects for this study were 128 girls and 156 boys in public schools. Teachers were randomly assigned to one of three treatments designated active games, passive games, and traditional activities. Subjects were selected as having limited sight vocabularies based on the results of the Sight Vocabulary Recognition Test pretest. Data were analyzed on three test administrations—pretest, posttest and interval test. The learning task was 48 sight vocabulary words taken from the Harris Jacobson Core Vocabulary List for first-grade, preprimer, and primer levels. Two new words were introduced each day with all three groups using identical procedures, immediately followed by the assigned reinforcement treatment. On Fridays all words were reviewed by all groups using the same technique. Some of the findings were that subjects in the active games group scored higher than those in the other two groups; and subjects in the passive games group scored higher than subjects in the traditional activities group. It was concluded that game activities give children the opportunity to interact with each other in positive ways in competitive and cooperative situations. (TS)

ED 120 720 CS 002 567

Vogel, Susan Ann

Syntactic Abilities in Normal and Dyslexic Children.

Pub Date 75

Note—115p.

Available from—University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202 (\$9.50 cloth)

Document Not Available from EDRS

Descriptors—Dyslexia, Elementary Education, Learning Disabilities, *Psycholinguistics, *Reading Ability, *Reading Comprehension, Reading Development, *Reading Difficulty, Reading Processes, Reading Research, *Syntax

The information in this volume documents the author's extensive series of investigations concerning the syntactic abilities of good readers compared to dyslexics with reading comprehension difficulties. Findings corroborate the importance of syntactic ability in the reading process and confirm Goodman's psycholinguistic model of reading. Chapters include discussions of the problem and a review of the literature, methods and procedures of investigation, the sample, results and experimental findings, and conclusions, including implications for further research. In addition, descriptions of the author's experimental syntactic measures as potentially useful screening and diagnostic tools are provided. (KS)

ED 120 721

CS 002 568

Dimitroff, Michael Lee

The Effect of Reading Method on Reading Achievement of Visual and Auditory Learners.

Pub Date 75

Note—87p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7058, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Grade 1, *Learning Modalities, Learning Processes, Middle Class, Parochial Schools, Primary Education, Reading Ability, *Reading Achievement, *Reading Instruction, Reading Programs, Reading Research, *Teaching Methods

A total of 138 middle-class first graders in two parochial schools were studied to determine whether a phonics reading approach was superior to a contextual reading approach in reading achievement, whether auditory learners achieve in reading to a greater extent than visual learners, and whether auditory or visual learners achieve in one program to a greater extent than in another. Teachers in both schools signed a contract and agreed to teach only their assigned method. It was concluded that, according to this research, early screening of average middle class first grade parochial school children for preferred learning modalities and assignment to a similar modality oriented program was not substantiated. (Author/RB)

ED 120 722

CS 002 569

Dixon, Margaret Carrie Rowe

Individualized Instruction as a Factor in Self-Concept, Reading and Cognitive Ability Development of Inner-City Pupils.

Pub Date 75

Note—169p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9385, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Cognitive Ability, Cognitive Development, Doctoral Theses, Elementary Education, Grade 5, Individualized Instruction, *Individualized Reading, *Inner City, Intermediate Grades, *Reading Comprehension, Reading Research, *Self Concept

In this study concerning individualized instruction, fourth fifth graders who had been taught language arts by an individualized instructional system since first grade were the experimental group. The control groups were of the same socioeconomic status and racial composition but had been taught by traditional methods of instruction. To assess self-concept, reading comprehension and cognitive abilities of research subjects, the following instruments were administered: the Lie Scale and three subscales, General Self, Social Self-Peers, and School Academic of the Coopersmith Self-Esteem Inventory; the Reading Comprehension subtest of the Iowa Tests of Basic Skills; and the Verbal Battery of the Cognitive Abilities Test. After analyzing the data, it was concluded that, when compared with control groups, children who had experienced an individualized instructional system exhibited no significant difference in mean performance on three of four measures of self-esteem, but evidenced higher mean performance on the reading comprehension measure. Within control groups, self-concept was related to reading comprehension and verbal abilities. (Author/TS)

ED 120 723

CS 002 573

Harris, Albert J.

Ten Years of Progress in Remedial Reading.

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Secondary Education, Historical Reviews, *Learning Disabilities, Literature Reviews, *Reading Diagnosis, *Reading Difficulty, Reading Instruction, Reading Research, *Remedial Reading

This paper offers an historical overview of remedial reading from 1966 through 1975. Focusing on just a few of the most rapidly changing aspects which stand out as having been of major significance, topics which are discussed in-

clude governmental intervention and support, the impact of the learning disabilities movement, the difficulties of defining reading disability, developments in the causation of reading disabilities, diagnostic and prescriptive reading instruction, and the early detection of potential disabilities. (HOD)

ED 120 724

CS 202 488

Schubach, Deane Ford

An Experimental Evaluation of a Program for the Improvement of Listening Comprehension of College Students.

Pub Date 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—College Students, Higher Education, *Instructional Programs, Listening, *Listening Comprehension, *Listening Skills, *Nonstandard Dialects, Standard Spoken Usage, *Student Improvement

The purposes of this study were to investigate whether a listening improvement program developed for business and industry would be successful in improving the listening skills of college students and whether a listening improvement program designed primarily for speakers of standard English would be successful with speakers of nonstandard English. Subjects were 144 students enrolled in the Effective Communication course at the College of the Virgin Islands in the fall of 1974. Data was collected from the Xerox Corporation's "Effective Listening Program" pretest and posttest. Variables related to listening were age, sex, and reading comprehension. Results indicated that there was a significant increase in listening comprehension, that the program was effective for students who were primarily speakers of nonstandard English, and that students from an American-based educational system did better than those from British-based educational system. (JM)

ED 120 725

CS 202 540

True, Michael, Ed.

Poets in the Schools: A Handbook.

National Council of Teachers of English, Urbana, Ill.

Pub Date 76

Note—14p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 36206, \$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Programs, Elementary Secondary Education, *Federal Programs, *Poetry, *Poets, *Resource Guides, School Community Programs, State Programs

Identifiers—*Poets in the Schools
This booklet is intended for elementary and secondary teachers and administrators interested in participating in a Poets in the Schools program. The first section explains Poets in the Schools and its objectives and answers questions about it. The second section includes responses to the program from students and teachers. The third section lists resources for obtaining more information about the program. The fourth section offers practical hints for planning a poet's residency in a school. The final section contains an annotated list of resources for Poets in the Schools programs and an annotated list of anthologies of contemporary poetry. (TS)

ED 120 726

CS 202 573

Gatlin, Judith T.

Student Attitudes: Expectations and Realities.

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (45th, Atlanta, Georgia, November 6-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Awareness, *Career Choice, *Career Exploration, College Students, Employment Opportunities, Higher Education, Humanistic Education, *Humanities, Seniors, *Student Attitudes

As seen from interviews with graduating seniors in a small liberal arts college for women, humanities majors are generally unrealistic about their training and abilities, often unsure about their career goals, antagonistic toward government and business, and frequently unresponsive to suggestions about nontraditional career options. In addition, because of their optimism, their humility, and their lack of direction, humanities majors

have traditionally put off the job search until late in their senior year and often interview for very few positions. Career counseling, improved information distribution, and supportive faculty advising should help these students to formulate realistic objectives. (JM)

ED 120 727

CS 202 574

Levy, Robert A.

Employment Prospects for English and Foreign Language Graduates.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (45th, Atlanta, Georgia, November 6-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Choice, Career Opportunities, *College Graduates, *Employment Opportunities, *Employment Projections, Employment Trends, *English, English Departments, Higher Education, *Languages

The complex problems confronting English and foreign language departments involve, among other things, student enrollments, budgetary shortfalls, lessened job opportunities for graduates, increased cries for accountability, and external intrusions into intradepartmental business. One area over which we have considerable control in the preparation of students for suitable employment after graduation. In assessing the magnitude of this problem, three aspects must be considered: present prospects for students graduating now who face a very competitive job market, prospects for students now beginning college study who will graduate in 1979-1980, and long-range employment trends which are likely to obtain through the remainder of this century. (JM)

ED 120 728

CS 202 575

Sohn, Harold L.

News Diffusion in the Nixon Resignation Story: A Study of Media Use Patterns.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Surveys, Federal Government, Higher Education, *Information Dissemination, *Mass Media, Media Research, Newspapers, *News Reporting, Periodicals, *Political Issues, Radio, Television

Identifiers—*News Diffusion, Nixon (Richard M)
Media use patterns for an anticipated event of considerable magnitude—the resignation of Richard Nixon—were hypothesized as likely to put a high constraint on interpersonal learning. Information for the study was gathered in a telephone survey of persons living in and around the southern Illinois town of DeSota (population 966). Of the 241 respondents, 235 (97.5 percent) were aware of the Nixon resignation when contacted by interviewers. Four of the six non-knowers were age 54 or older, and four had an eighth grade education or less. It was concluded that there was relatively little interpersonal learning associated with the Nixon resignation story, with the news media serving as the primary source of information. (RB)

ED 120 729

CS 202 582

Siegel, Gerald

The Literature of Terror: A Theme-centered Mini-course.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Aids, Eighteenth Century Literature, *Fear, Fiction, *Gothic Novels, Higher Education, *Literary Criticism, *Literature Appreciation, Nineteenth Century Literature, Novels, Prose, *Romanticism

Identifiers—*Supernatural

A successful, elective minicourse in the literature of terror and the supernatural examined various literary works in the light of six goals: to examine the terror motif in fiction (in print and other media), to try to understand the reasons for the continued appeal of the literature of terror, to investigate why representative authors have selected this motif, to examine the ways in which authors create a mood of terror, to examine the effects of that terror on the quality of the literature and on the reader, and to read and enjoy some representative works in this genre. Guide

questions imposed unity on class discussions of assigned readings, which were supplemented by a few background lectures and by audiovisuals—mostly cassettes, films, and videotapes. Two Panel discussions and a dramatic reading were also included. The course treated such significant concepts as romanticism and the impact of science on literature, while encouraging development and application of general standards of literary criticism and of comparative critical techniques for different media. (JM)

ED 120 730 CS 202 583

Sutton, Doris G.
Evaluating Teaching Methods in Composition.
Pub Date 75

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—College Freshmen, *Composition (Literary), *Composition Skills (Literary), *Course Evaluation, English, Higher Education, *Learning Laboratories, Programmed Tutoring, *Teaching Methods

Identifiers—*Writing Laboratories

In assessing the evaluation of student compositions, it is evident that even when objectives for freshman composition are established, there is little agreement or consistency among faculty regarding the transfer of these objectives into operational terms. A study conducted at Eastern Kentucky University compared the long term effects of two instructional methods on the achievement and attrition rate of 244 students enrolled in the 1970 fall freshman class. Subjects, first semester freshmen who had scored in the bottom decile on the English section of the American College Test, were randomly enrolled in the writing lab—a lengthened time, tutoring approach—or in remedial English, taught by lecture and discussion in one semester. Effects of these courses showed no difference between the two methods with regard to attrition, but significantly greater achievement by students in the writing laboratory, indicating that transferred writing skill does assert itself after the freshman year. (Tables illustrating the study are included.) (JM)

ED 120 731 95 CS 202 584

Lundsteen, Sara W., Ed.

Help for the Teacher of Written Composition (K-9): New Directions in Research.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 76

Contract—400-75-0029

Note—77p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20644, \$3.95 nonmember, \$3.75 member)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Child Language, *Composition (Literary), *Educational Research, Elementary Secondary Education, Evaluation Methods, Literature Appreciation, *Literature Reviews, Motivation, Teaching Techniques

Children's abilities in written composition have recently become a major concern, stimulated by the National Assessment of Educational Progress, by the earmarking of composing ability as a new class marker, and by increased competition in an overcrowded labor market. This bulletin has been designed to help close the gap between educational research and the classroom teaching of written composition. Topics discussed include research, children's language and composition, motivation, the interrelationship of literature and composition, evaluation, and research perspectives from the behavioral sciences. Authors are Alvina Treut Burrows, James Fleming, Sara Lundsteen, Eileen Tway, and Robert Calfee. Although the scope of the bulletin is kindergarten through junior high, with emphasis on the elementary level, discussions of important research above this level are included. (JM)

ED 120 732 CS 202 585

Grommon, Alfred H., Ed. And Others

Reviews of Selected Published Tests in English.

National Council of Teachers of English, Urbana, Ill.

Pub Date 76

Note—165p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 41218, \$4.25 nonmember, \$3.90 member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Composition (Literary), Elementary Secondary Education, *English Instruction, Language Development, Literature, *Standardized Tests, Testing, Test Reliability, *Test Reviews, Test Selection, Test Validity

This publication is an outgrowth of the concern expressed by the National Council of Teachers of English regarding the nature, uses, and misuses of standardized tests, specifically the validity of the subject-matter content of standardized English tests and the relation of the overall purposes of a school's total English program to standardized test results covering only a small segment of the subject. Part 1 of the book offers a context for current teaching that is somewhat larger than that represented by an individual teacher's experiences with standardized tests or by a review of a particular test. Part 2 contains 58 reviews representing evaluations of 51 different tests (excluding tests of reading skills). Part 3 summarizes some of the problems in educational accounting and suggests specific things that teachers can do. Contributors are: Alfred H. Grommon, Walter Loban, Walter A. Jenkins, J. N. Hook, Richard Braddock, and Alan C. Purves. (JM)

ED 120 733 CS 202 586

Long, Littleton, Ed.

Writing Exercises from "Exercise Exchange."

National Council of Teachers of English, Urbana, Ill.

Pub Date 76

Note—159p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 59079, \$3.50 nonmember, \$3.25 member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—*Composition (Literary), *Creative Writing, *Descriptive Writing, Higher Education, Learning Activities, Literary Styles, Paragraph Composition, Secondary Education, Short Stories, Teaching Methods, *Writing Exercises, *Writing Skills

This collection focuses on writing exercises, both expository and creative, as well as areas of adjacent concern. The book is divided into nine major sections: prewriting; diction; theme, thesis, and paragraph; style; ideas for whole papers and special topics; description; research; the short story; and rewriting. The exercises deal with such subjects as preparing to describe, preparing to write clear directions, finding exact meanings, invigorating vocabulary building, making new metaphors, stating a thesis precisely, analyzing paragraph structure, increasing awareness of style, teaching effective style, imitating styles, depicting American character, writing as problem solving, writing from literature, describing a face, perceiving resemblances, describing geometric forms for feedback, citing borrowed material, doing research on words, getting a short story started, rejuvenating description, and eliminating wordiness. The exercises, drawn up by high school and college teachers, were selected as the best of those which appeared in "Exercise Exchange" over the years. (TS)

ED 120 734 CS 202 587

Larkin, Ernest F. And Others

An Analysis of Reader-Interest and Readership of the Advertising Content of a Small Daily Newspaper.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Information Dissemination, Journalism, Local Issues, *Newspapers, *Publicize, *Reading Interests

The study reported in this paper was designed to determine how consumers perceive the newspaper and how they use it; specifically, how well read is newspaper advertising and how do readers of a small daily newspaper feel about advertising content. A team of trained, paid interviewers collected data in two waves, one week apart, from a random sample of the newspaper's subscribers. Results showed that subscribers use the local newspaper for local information—both

news and advertising, that they are most interested in local news and features, that they want more local information, that they would be disappointed to see any local content eliminated or reduced, and that they view advertising as a source of local news. Tables of findings are included. (JM)

ED 120 735 CS 202 588

Turnbull, Arthur T. Baird, Russell N.

The Graphics of Communication: Typography—Layout—Design. Third Edition.

Pub Date 75

Note—447p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$11.95 cloth)

Document Not Available from EDRS

Descriptors—*Communication (Thought Transfer), Computer Graphics, *Design, *Graphic Arts, Innovation, *Layout (Publications), Nonverbal Communication, *Printing, Publishing Industry, Verbal Communication

Identifiers—*Typography

This book includes detailed explanations of the latest technological innovations as well as discussions of the theoretical bases of visual communication. The six sections of the book focus on the following: the theoretical aspects of graphic communication; the verbal elements of communication; the visual elements of communication; design, the arrangement of verbal and visual elements into a functional piece of graphic communication; production, the use of technology for accomplishing communication; and the evolution of man's ability to communicate graphically. A glossary, a bibliography, character-per-pica counts for 41 type faces, and samples of 74 commonly used type faces conclude the book. (JM)

ED 120 736 CS 202 589

Stanley, Robert H. Steinberg, Charles S.

The Media Environment: Mass Communications in American Society.

Pub Date 76

Note—296p.

Available from—Hastings House Publishers, 10 East 40th St., New York, New York 10016 (\$11.50 cloth)

Document Not Available from EDRS

Descriptors—Broadcast Television, Cable Television, Commercial Television, Communication (Thought Transfer), Films, *Film Study, Higher Education, History, *Mass Media, News Media, *Publicize, Public Relations, *Radio, Supreme Court Litigation, *Television

The purpose of this book is to provide the reader with an informational frame of reference that will permit the formation of critical judgments concerning America's mass media institutions. The book covers the broad spectrum of the communications media in terms of their impact on American society. Such topics are discussed as social aspects of mass communication, the phenomenon of print, the press in transition, early motion picture history, the hierarchy of Hollywood, motion picture self-regulation, development of American broadcasting, broadcasting law, commercial television, self-regulation of broadcasting, noncommercial television, mass communication and the Supreme Court, the United States and global communication, media and minorities, public relations and advertising, and the impact of new technology. (TS)

ED 120 737 CS 202 590

Larkin, Ernest F.

A Q-Analysis of College Students Attitudes Toward Advertising.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the American Academy of Advertising (Austin, Texas, April 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—College Students, Higher Education, Information Dissemination, *Publicize, Q Sort, *School Surveys, *Student Attitudes, *Student Opinion

Eighty college students were administered 26 Likert-type statements designed to measure their attitudes toward advertising along four different dimensions: economic effects of advertising, social effects of advertising, ethics of advertising, and regulation of advertising. Analysis of the responses revealed five clusters or "types" of individuals based on their attitudes. While all five types exhibited some negative feelings toward ad-

vertising, the degree of and basis for their criticisms varied considerably. Findings such as these indicate the need for a better understanding of the reasons for student dissatisfaction with the activities of the advertising community and a more comprehensive program for the dissemination of information about advertising and its activities to a wider cross-section of the college student body. (Author)

ED 120 738 CS 202 591

Bowers, Thomas A. And Others

Spelling and Grammar—Their Importance to Journalism: What Journalism Schools Are Doing.
Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—English Instruction, *Grammar, Higher Education, *Journalism, *Language Skills, Language Usage, Punctuation, *Spelling, *Writing Skills, Written Language

With increasing enrollments in journalism, many journalism instructors contend that problems of spelling, grammar, usage, and punctuation are particularly acute. Some of the questions raised at recent gatherings include: Are formal rules of English grammar dying? Is proper punctuation mere pedantry? What can journalism schools do about grammar and spelling problems? This paper discusses these and related questions, not to solve the problems or resolve the issues, but to explore the nature of the problem facing journalism education. The discussion explores the importance of language in writing, looks at the opinions of prominent journalism educators, and mentions remedies that are currently in use at a number of universities. (RB)

ED 120 739 CS 202 592

Bowers, Thomas A. Mullen, James J.

U. S. Government Advertising in Consumer Magazines, 1960-1973.
Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), *Federal Government, Government Role, *Journalism, Media Research, *Periodicals, *Propaganda, *Publicize

This paper reports on a study designed to analyze the impact that advertising by the federal government might have on the nation's media, specifically the nation's magazines. The U.S. government was the tenth leading national advertiser in the United States in 1973 and spent an estimated \$99 million, \$80 million of which represented military recruitment advertising, with nonmilitary spending largely accounted for by advertising for the U.S. Postal Service and Amtrack. Using data gathered by the Publishers Information Bureau which show how much each advertiser spends in each consumer magazine, the researchers considered many periodicals to see how much money they receive from the government and what part of their advertising revenue this money represents. The years between 1960 and 1973 were considered, and thirty-four magazines are listed with the years in which U.S. government advertising accounted for between one and ten percent of the magazines' total advertising revenue. The authors feel that the fact that the federal government has become one of the largest national advertisers is a cause for concern, since it may be considered a form of propaganda distributed internally and paid for by the target audience. (MKM)

ED 120 740 CS 202 593

Bowers, Thomas A.

A Test of the Agenda-Setting Influence of Televised Political Advertising.
Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Elections, Higher Education, *Mass Media, Media Research, Newspapers, *Political Issues, *Publicize, Television, *Television Research

Identifiers—*Agenda Setting

The concept of the agenda setting function of the mass media holds that apart from any in-

fluence they may have on voter attitudes or behavior, the mass media apparently influence voters' perceptions of the importance of the issues. The agenda setting function of the mass media is analyzed for significance in this investigation. A panel study of nearly 250 voters in Charlotte, North Carolina, in 1972 offered an opportunity to test the agenda setting influence of televised political advertising during the Nixon-McGovern campaign. The data from this study provide contradictory evidence on the agenda setting influences of televised political advertising for presidential candidates. However, advertising in newspapers and radio did not appear to be agenda setting. (RB)

ED 120 741 CS 202 595

Farrell, Edmund J.

The Vice/Vice of Standardized Testing: National Depreciation by Quantification.
Pub Date May 76

Note—11p.; Paper presented at the Lay Schools Systems Institute on Measurement in Education of the Psychological Corp. (Indianapolis, Indiana)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Secondary Education, *English Instruction, *Language Arts, Literacy, Literature Appreciation, *Norm Referenced Tests, Reading Ability, *Standardized Tests, Testing, Values

Current uses of standardized English tests are adversely affecting students, misleading lay people, and having a pernicious effect on the English profession. These tests are severely limited, incapable of assessing speaking skill and effectiveness, reading interests, appreciation of literature, listening skill, understanding and appreciation of nonprint media, or the development of values through literature. The public needs to be made aware of these truths: standardized norm-referenced tests may have little or nothing to do with the content and quality of the English language arts program in a particular school; testing and evaluation or assessment are not synonymous; ability to read and commitment to reading are not the same; eighth grade reading ability is a construct, not a reality; the teaching of reading, writing, speaking, and listening is a responsibility to be shared by all teachers and by parents; tests which are not diagnostic are educational dead ends; schools and teachers are not responsible for social conditions that militate against learning; and high performance on a test is no guarantee of rectitude. Tests too often divert us from asking the truly significant questions. (JM)

ED 120 742 CS 202 596

Costanzo, Frances S.

Educational Linguistics.
Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, November, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Development, Educational Needs, *English Education, Higher Education, *Language Arts, Language Instruction, *Linguistics, *Teacher Education

Conventional English education and language arts departments on the college level have failed to answer the need for elementary and secondary teachers competent in both educational methods and linguistic theory. An interdisciplinary "educational linguist" could bridge the schism between areas, avoid duplication of services, serve as a more effective social change agent, and develop training programs on the undergraduate and graduate levels. Joint efforts between English, linguistics, and education departments should produce a "core curriculum" on the undergraduate level encompassing theoretical linguistics, educational theory, and practical teaching experience. Similarly, advanced coursework and graduate programs which consolidate research skills and more specialized formal study should be augmented by a teaching internship period, and research strategies should be developed to answer basic questions concerning the structure and effectiveness of language instruction programs. (KS)

ED 120 743 CS 202 597

Hoyt, James L.

Influence of Broadcast and Print Media on Media Critics and Supporters.
Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiences, *Broadcast Industry, Communication (Thought Transfer), Higher Education, Information Dissemination, *Mass Media, Media Research, *Newspapers, Persuasive Discourse, *Public Opinion

Identifiers—*Media Critics

It was hypothesized in this study that media supporters would be more persuaded by messages delivered through media sources than would media critics. An experimental Persuasion study was conducted in which persons were asked to give their personal evaluations of news media performance. Then they were exposed to a persuasive message delivered either on film, on audio tape, or in print. One hundred ten mass communications students at the University of Wisconsin-Madison served as subjects. Media supporters are clearly more influenced by the medium used to deliver a persuasive message than are media critics. However, the prediction that media supporters would be more persuaded than media critics in general was not supported. (RB)

ED 120 744 CS 202 598

Nowak, Joan

Talk and the Teacher of English: Use of Oral Language in the High School.
Pub Date Aug 72

Note—27p.; Paper presented at the Annual Meeting of the Canadian Teachers of English (Van-couver, August 1972)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication Skills, *Drama, English Instruction, *Group Discussion, *Literature Appreciation, Oral Communication, *Oral Expression, *Role Playing, Secondary Education, Teaching Techniques

Talk, the foundation stone upon which all development of language is built, provides the basis for literary interpretation and thus has important repercussions in all the areas of reading and writing. Various activities can give high school students the opportunity to talk and to learn from the expression of others. Group discussion offers students chances for self-discovery and for improving argumentative and reasoning skills. Creative drama and role playing can be a form of practice in living, serve as releases from tension and fears, and provide an impetus to the development of the imagination. Talk plays an important part in adding vitality to literature study so that students explore both the author's ability to present experience meaningfully and their own personal experiences in a similar area. (JM)

ED 120 745 CS 202 599

Beavercreek High School English Curriculum Guide, 1975.

Beavercreek Local School District, Xenia, Ohio.

Pub Date 75

Note—117p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Childrens Literature, *Course Descriptions, Course Objectives, Creative Writing, *Curriculum Guides, Developmental Reading, Drama, *English Curriculum, *English Instruction, English Literature, Journalism, *Learning Activities, Secondary Education

This curriculum guide is divided into four major sections: English Skills, Writing and Composition Courses, Literature Courses, and Elective Courses. Thirty courses are described, and the guide outlines the general objectives, specific objectives, activities, and resources for each course. The courses include Advanced Composition, Journalism I, Writing Clinic, Bible as Literature, Children's Literature, Great American Writers, Great British Authors, Literature of Minority Groups, Mainstream Literature, Shakespeare, Survey of American Literature, Survey of English Literature, World Literature, Creative Writing and Short Stories, Developmental Reading, Drama Workshop, Etymology and Advanced Grammar, Journalism II and III, Principles of Acting I and II, Speech I and II, Speech Reading and Thematic Units, Study of Film, and T.V. and Radio Broadcasting. (TS)

ED 120 746 CS 202 600

Admussen, Richard L.

Bibliography of Novel and Film.

Pub Date 75

Note—3p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, California, 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Bibliographies, *Comparative Analysis, *English Instruction, Films, *Film Study, Higher Education, Literature, *Novels, Secondary Education

This bibliography lists major works done between 1957 and 1975 on the parallels and differences between novels and films. The bibliography includes six books, seven chapters of books, four special issues of reviews, ten articles, and four related volumes. (TS)

ED 120 747

CS 202 601

Cowan, Elizabeth Wooten, Ed.

Options for the Teaching of English: The Undergraduate Curriculum.

Modern Language Association of America, New York, N.Y.

Pub Date 75

Note—128p.

Available from—Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011 (\$5.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*College Curriculum, Departmental Teaching Plans, *English Curriculum, *English Departments, English Instruction, Higher Education, School Surveys, *Undergraduate Study

This book contains reports concerning the English curriculum from more than 20 colleges and universities, including Ball State University, Carleton College, University of Chicago, Cornell University, University of Florida, Ohio State University, Rollins College, University of San Francisco, Washington University, and Yale University. Each institution reporting lists the chairman of the department, the number of full-time faculty, the school calendar, the type of school, and requirements for the major. Each school also discusses the department in general, and examines such topics as new developments in the curriculum, most popular courses, least popular courses, courses dropped in the last five years, the objectives of the department, and major changes in the curriculum. (TS)

ED 120 748

CS 202 602

Rarick, Galen R. Collins, Erik L.

The Journalistic and Academic Backgrounds of Teachers of Skills Courses in Accredited Schools and Departments of Journalism.

Pub Date 74

Note—12p.; Survey conducted for the Conference on "Education for Newspaper Journalists in the Seventies and Beyond" (Reston, Virginia, Oct. 31-Nov. 2, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Teachers, Courses, Editing, Higher Education, *Journalism, Layout (Publications), National Surveys, Photography, *Teacher Background, *Teacher Qualifications, Writing

A survey was conducted during the spring and summer of 1973 to determine the media and academic backgrounds of people who are currently teaching such skills as writing, editing, photography, and layout in accredited journalism programs. Usable responses to a questionnaire sent to randomly selected faculty members of the Association for Education in Journalism showed that: teachers of skills courses tend to have considerable journalistic experience, especially with newspapers, with 47 percent having ten or more years of full-time experience; 68 percent of the teachers of skills courses have more than two years of teaching experience, while 65 percent are senior faculty members; most teachers have earned at least one graduate degree (58 percent a doctorate and another 35 percent a masters), with 75 percent having had an undergraduate major in journalism or mass communication; and about two-thirds of the teachers published at least one item in the 1970's (one-fifth reported no publication at all). Five tables of findings are included. (JM)

ED 120 749

CS 202 603

Knudson, Richard L., Ed.

Emphasis: Teachers Doing Research.

New York State English Council.

Pub Date 75

Note—106p.; Some pages may not reproduce well due to small type; New York State English Council is an affiliate of the National Council of Teachers of English

Journal Cit—The English record; v26 n4 Entire Issue Fall 1975

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adolescent Literature, Case Studies (Education), Classroom Research, Composition (Literary), *Educational Accountability, *Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, Literature Appreciation, Peer Teaching, Remedial Reading, Student Reaction

Identifiers—Great Gatsby, Walden

The emphasis of this issue, reflecting increased demand for accountability, is the importance of teachers gathering data which substantiate pupil growth and present facts about what is going on in English classrooms, especially when teachers are trying different classroom approaches. Articles also discuss student responses to literature, student writing at all educational levels, peer evaluation of student compositions, misconceptions remedial reading students have about themselves, themes of violence in picture books, adolescent literature, teaching "Walden," and the opening three chapters of "The Great Gatsby." (JM)

ED 120 750

CS 202 604

Wexler, Lillian

Teacher Save My Writings.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.

Pub Date 75

Note—46p.

Available from—NEA Order Dept., Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Childrens Books, Class Activities, *Creative Writing, Elementary Education, *Guides, Publications, *Student Developed Materials, *Student Publications

This booklet contains ideas on how to save children's writings and suggests various methods of collecting and displaying them. The first section discusses children as writers and argues that most writing can be the result of personal and classroom or school related experiences when children are free to express their own ideas in relation to their interests, experiences, and activities. The second section discusses how to make a book and provides practical illustrated instructions for simple and complex productions. The third section offers ideas for getting children to write and offers examples of children's writing. (TS)

ED 120 751

95

CS 202 605

With Liberty and Justice for All: A Selected Bibliography.

Indiana State Dept. of Public Instruction, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-5-73-0063

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*African American Studies, *American Indians, Annotated Bibliographies, *Audiovisual Aids, Bibliographies, Elementary Secondary Education, Ethnic Groups, Filmographies, Films, Negro Literature, *Reading Materials, School Integration, *Spanish Speaking

Identifiers—Indiana, *Multiethnic Literature

This selected bibliography is designed to offer reading suggestions for the Indiana teacher who is interested in promoting multiethnic education in the classroom. Emphasis is placed on the three major minority groups living in Indiana: the African American, the American-Indian, and the Spanish-speaking American. Materials are listed under three categories: the historical, educational, legal, sociological and emotional issues surrounding desegregation; background material about ethnic lifestyles to aid teachers in understanding or knowing about cultures different from their own; and classroom instructional materials for suggested grade levels. The variety of materials listed in this bibliography includes printed materials, games, filmstrips, films, and other audiovisual materials. Sources for materials are listed with complete addresses. (MKM)

ED 120 752

CS 202 606

Sullivan, Paul W.

The Teaching of Graphics and Design.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Course Descriptions, Course Objectives, *Design, Educational Objectives, *Graphic Arts, Higher Education, *Journalism, *Teaching Methods

Identifiers—*Typography

This paper describes four journalism courses designed to develop students' visual sense and then channel that sense into the field of advertising. "Visual Communication" is a basic course in the elements of design which attempts to demonstrate to students that there are rules and order which comprise good design. "Publication Production and Design" is a graphic arts course which utilizes a laboratory with a wide range of relatively sophisticated equipment. The course begins with a theoretical discussion of design, and then examines practical applications in the areas of photography, graphics, film, and television. The subject covered in greatest depth in this course is typography. "Introduction to Advertising" is designed to provide basic information on the theory and practice of advertising throughout the media. Like the other courses, it is more of an attempt to develop taste than to develop skill. "Advertising Copywriting: Print" is a course in writing and visualizing advertising copy for the print media. Practical experience is gained by the students in regulation copywriting and layout exercises which are evaluated and criticized in laboratory sessions. (TS)

ED 120 753

CS 202 607

A Directory of American Poets. 1975 Edition.

Poets and Writers, Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 74

Note—131p.

Available from—Poets & Writers, Inc., 201 West 54 Street, New York, New York 10019 (\$6.00 paper, \$12.00 cloth); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 11769, \$6.00 nonmember, \$5.50 member)

Document Not Available from EDRS

Descriptors—Anthologies, *Directories, Films, National Organizations, Phonograph Records, *Poetry, *Poets, *Reference Books, *Twentieth Century Literature, Video Tape Recordings

This second edition directory contains information about more than 1,500 living poets whose work has been published in the United States. The primary purpose of the directory is to help groups and individuals locate contemporary poets so that they can sponsor appearances by them. For each poet, the directory tries to provide a current address, telephone number, work preferences, and most recent book. The directory is arranged geographically (by state), and within each state poets are listed alphabetically. A separate alphabetical index of all poets is included, and a second index identifies poets with special ethnic backgrounds. Another section of the directory identifies sponsors, including 50 state arts councils. A Service Section covers materials (anthologies, films, videotapes, recordings, and audiotapes) and services (distributors, literary organizations, and bookstores) of use to both poets and sponsors and provides a checklist of the arrangements necessary for a successful poetry reading or workshop. (TS)

ED 120 754

CS 202 609

Harrison, Deborah Sears, Ed. Trabasso, Tom, Ed.

Black English: A Seminar.

Pub Date 76

Note—293p.; Published by Lawrence Erlbaum Associates, Inc.

Available from—John Wiley & Sons, Incorporated, 605 Third Avenue, New York, New York 10016 (\$14.95 cloth)

Document Not Available from EDRS

Descriptors—*African American Studies, *Diachronic Linguistics, Dialect Studies, English Curriculum, *Ethnic Studies, Higher Education, Language Styles, Negro Culture, *Negro Dialects, *Sociolinguistics

Identifiers—*Black English

The sixteen essays collected in this volume reflect a cross-section of ethnic and professional viewpoints toward Black English. Written by resident and visiting lecturers who took part in a

seminar offered by the psychology department of Princeton University, the essays are grouped by subject areas: (1) "Definition" focuses on the schism between middle-class and street-culture blacks and their relationship to whites, the controversy between bilingual and bidialectal theories of black language development, and the geographic and social parameters of Black English. (2) "Historical Origins" discusses the relationship between pidgins, Creoles, and contemporary black vernacular; the roots of Black English in African linguistic patterns; and the question of interaction between transplanted African language and language patterns of the South. (3) "Use" examines phonics and spelling, code switching between white and black dialects among school children, Black English in folklore, and techniques for eliciting casual speech for linguistic research. and (4) "Implications" deals with current research and theory on such issues as linguistic relativity, the cognitive deficit-difference controversy, social attitudes toward black speech patterns, and sociolinguistic bias in testing. (KS)

ED 120 755 CS 202 611

Graves, Donald H.

Let's Get Rid of the Welfare Mess in the Teaching of Writing.

Pub Date 76

Note—15p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (Atlanta, Georgia, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Communication Skills, Composition (Literary), *Composition Skills (Literary), *Conferences, Elementary Education, Individual Development, *Individual Instruction, *Teaching Techniques, Writing Skills

Children's dependence upon the teacher in all aspects of the writing process in the elementary classroom must be replaced by the development of self-critical tools in the young writer. To help this development, the teacher should look at the nature of the writing process, with its three steps of precomposing, composing, and postcomposing, and then view the different composing styles (reactive and reflective) of children within that process. The focal point of the development is the writing conference, which may be held as often as every five or ten days, depending on the child. Children's dependency has been removed when, through individual conferences, they are able to discover strengths and weaknesses in their own communication and the writing process is in their own hands. (JM)

ED 120 756 CS 202 612

Smith, Vernon H.

Beyond Phase Electives: English Programs in Optional Public Schools.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Alternative Schools, *Educational Alternatives, Educational Philosophy, Educational Trends, Elementary Secondary Education, *English Instruction, Individualized Instruction, *Open Education, *Public Schools, Teaching Methods

Optional alternative public schools have been developed as an expression of the democratic ideal of individual choice. Alternative systems offer the opportunity for individualized instruction, contact with the "real world" community, and community control of educational decision-making. However, reforms in the last few decades have encouraged standardization of public schools. Alternative systems can offer a greater range of flexibility and responsiveness to student and community differences. Open schools, schools without walls, learning centers, multi-cultural schools, and free schools are among those possible alternative systems. English programs in alternative settings differ from those in public schools mainly in the individualized nature of instruction, which results in greater acceptance of individual diversity, more nurturing of creativity, more concern with the process of learning, and more attention to skill development. In the future, optional alternative schools will serve as a complement to the public system in the attempt

to provide the best possible educational environment for every child. (KS)

ED 120 757 CS 202 613

Buros, Oscar Krisen, Ed.

English: Tests and Reviews.

Pub Date 75

Note—395p.

Available from—The Gryphon Press, 220 Montgomery Street, Highland Park, New Jersey 08904 (\$25.00 cloth)

Document Not Available from EDRS

Descriptors—Achievement Tests, Elementary Secondary Education, *English, Evaluation, Mental Tests, *Standardized Tests, *Test Reliability, *Test Reviews, *Test Validity

The objectives of the "Mental Measurements Yearbooks" (MMY), published in seven volumes since 1938, have been to provide information about tests published as separates throughout the English speaking world and to present frankly critical test reviews. This monograph, reflecting the changing state of the art over 50 years of English testing, contains a list of MMY test reviewers; a 20-page reprint from "Tests in Print II," listing available tests in English; reprints from the English sections of seven MMYs (1938-72), consisting of reviews of English tests—the bulk of this volume; a publishers directory; a title index; a name index; an English scanning index; and a scanning index for "Tests in Print II." (JM)

ED 120 758 CS 202 614

Robertson, Thomas S. Rossiter, John R.

Maturational and Social Factors in Children's Understanding of TV Commercials.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sep 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Development, Cognitive Processes, Commercial Television, Comprehension, Comprehension Development, Elementary Education, Males, Publicize, *Social Factors, *Social Maturity, Telecommunication, *Television Commercials, Television Research, *Television Viewing

The findings of this study indicated that children's capacity to comprehend television advertising is primarily a developmental phenomenon, although social and experiential factors may have a moderate positive and a minor negative influence, respectively. Research subjects were 289 elementary school boys of first, third, and fifth grade levels, equally divided among the three groups. Canonical correlation analysis was utilized in a broad application of Piaget's theory to assess the relative contribution of developmental, social and experiential factors to children's comprehension of television advertising. Comprehension was operationally defined as cognitive understanding of the general structure and intent of commercials and demonstration of a selective attitudinal response toward them. (RB)

ED 120 759 CS 202 615

Barry, Thomas E.

Children's TV Commercials: Importance of the Race Factor.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, *Childhood Attitudes, Commercial Television, Literature Reviews, Mother Attitudes, *Negro Attitudes, *Racial Differences, Social Development, Surveys, *Television Commercials, Television Research, *Television Viewing

The purpose of this investigation was to determine whether the impact of television advertising on black children is significantly different from its impact on white children, and if the impact is good or bad in terms of psychological and social development. Following an extensive review of the literature on this subject, an exploratory survey was conducted. Respondents for the survey were 65 black mothers in the Dallas, Texas area. The results of this exploratory research reveal that black mothers do not feel remarkably different about television advertising than white mothers. The black mothers do feel that their

children understand advertising to some extent and that advertising does influence the children to ask for the things they see advertised. (RB)

ED 120 760 CS 202 616

Hillerich, Robert L.

Spelling: An Element in Written Expression.

Pub Date 76

Note—208p.

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$5.28 paper)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Elementary Education, Language Arts, Language Development, *Language Programs, Language Skills, Program Descriptions, *Spelling, *Spelling Instruction, *Written Language

The program described in this book enables children and adults to spell 96 percent of the words they use correctly, to develop a spelling conscience and the necessary dictionary skills to enable correct spelling of the remaining 4 percent, and to provide the encouragement and practice that will lead to skill and enjoyment in manipulating language. Part 1 briefly describes the background of the English language, implications from the research, and the application of research to spelling. Part 2 provides an overview of a spelling program based on recent research, followed by a step-by-step description of the program's components. The program based on the latest research with language and children, is designed not only to teach spelling but to have students apply that skill in writing. (RB)

ED 120 761 CS 202 617

Shepherd, T. R.

Self Concept and Self Evaluation—Writing: Strands and Strategies for Describing, Prescribing and Evaluating the Task.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Composition (Literary), *Composition Skills (Literary), Elementary Secondary Education, *Individualized Instruction, *Self Concept, *Self Evaluation, Teaching Methods
Composition assignments for elementary and secondary school students should be varied according to the size and scope of the assignment, the size of the composition group, and the degree of help and encouragement required by each student. Writing should not be regarded as punishment, but rather should be designed to provide an optimum level of success. A continuum involving polar opposites such as practical-non-practical, personal-non-personal, creative-non-creative, fiction-non-fiction, literal-non-literal, and so on, may be useful in describing students' writing or in making writing assignments. Tailoring the writing experience and providing an evaluative framework for each student results in better understanding of tasks, more accurate self-evaluation, and therefore improved writing confidence and self-concept. (KS)

ED 120 762 CS 202 618

CANLIT (Canadian Literature) Teachers' Crash Course.

CANLIT, Toronto (Ontario).

Pub Date Oct 75

Note—73p.

Available from—CANLIT, P.O. Box 1551, Peterborough, Ontario, Canada (\$4.00)

Document Not Available from EDRS

Descriptors—*Canadian Literature, Drama, Fiction, Higher Education, Literary Criticism, *Literature Appreciation, Nineteenth Century Literature, Poetry, Secondary Education, *Teacher Education, Thematic Approach, Twentieth Century Literature

As a result of a study of the situation of Canadian literature in Canadian high schools and universities, this course was developed to provide teachers with useful information about Canadian literature. Included in this kit are sections on Canadian literature (the great debate about the importance of Canadian content), history and sources (Canadian drama), English and French Canadian fiction, English Canadian poetry, litera-

ry criticism, new approaches to thematic organization, Canadian immigrant art, and assorted odds and ends, including a list of little magazines and comments on native literature. (JM)

ED 120 763 CS 202 619

Meehan, John L., Ed. And Others
A Resource Guide for Teachers of Hindu Literature.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 76

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Asian Studies, Curriculum Guides, History, *Indians, Instructional Materials, *Literature Appreciation, Religion, Secondary Education, *World Literature
 Identifiers—*Hindu Literature

Focusing on Hinduism, India, and Indian literature, this course guide offers help in organizing a course or units of instruction. The guide contains a historical outline of the evolution of Hinduism over a period of 3,000 years; a glossary listing terms in the guide and in Hindu literature; five courses of different time lengths (the literature of Hinduism, four paths to moksha, the evolution of Hindu religious thought, the parable, and women in Indian literature); three units (creation stories, Hindu stages of life, and Hindu self-discipline); additional suggestions; selected articles on related topics; a bibliography; a filmography; and lists of film strips, slides, and major sources of educational materials. (JM)

ED 120 764 CS 202 620

Spaggins, Mary Pringle
Awakening Albia: Feminist Mythologies Beyond Androgyny.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, December 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Authors, Characterization (Literature), Females, *Feminism, *Literary Criticism, *Personality Theories, Sex Discrimination
 Identifiers—*Androgyny

The term androgyny, with its sex-related etymology, is based on untenable social stereotypes and for feminist critics is a dead end. The androgyny myth, like patriarchal myths and myths which deify women, should be replaced. However, a replacement would have to fill a wide niche in order to allow critics to focus from a propitious vantage point on women writers and characters. As a replacement, Carl Jung's theories about personality types may provide both an improved method of understanding the characterization of women in literature and a basis for understanding the work of women writers. Furthermore, Jung's myth of paired, opposing characteristics has a literary parallel in the poetry of William Blake and his mythological descriptions of the mind. (JM)

ED 120 765 CS 202 621

Maloney, Henry B.
Accountability Revisited.

Pub Date 75

Note—10p.; Paper prepared at the University of Detroit

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Accountability, Economic Factors, Educational Accountability, Elementary Secondary Education, *Literature Appreciation, Performance, *Productivity, Statistics, *Values

Excessive quantification is becoming the new pollutant in the informational environment, with society encouraging the growing trend toward assessing values through numbers. As can be seen in one edition of the "Detroit News," articles ranging from brief stories to in-depth pieces rely heavily on numbers to convey messages and to establish significance. Unfortunately, in education emphasis is increasingly being placed on accountability through measurement so that if the quantification urge outside the education field continues unchecked, teaching performance is likely to become just another statistic. In teaching literature, engagement is the first step from which follow skills, tastes, attitudes, and creativity—not accountability. (JM)

ED 120 766 CS 202 623

Viewpoints: Controversy in Content and Materials in Schools.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date 73

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Academic Freedom, *Censorship, *Course Content, Curriculum Evaluation, *Democratic Values, Educational Responsibility, Freedom of Speech, Moral Values, Secondary Education, Student Rights, Teacher Role, *Textbook Content, Textbook Selection

An argument is presented in this booklet for the formal study of controversial issues and materials in public secondary schools. The democratic ideal of freedom of discussion is cited as justification for this stance. Included in the examination of issues are discussions of: (1) the democratic point of view as it relates to educational goals, (2) the student's right to study controversial topics, (3) guidelines for the evaluation of controversial publications and productions, (4) the role of the teacher in planning and administering curriculum, and (5) suggestions for screening instructional material. Appendixes include further comment on both American and world-wide social values, discussion of school policies and procedures for selection of instructional materials, and a typical formal complaint form for questioned items. (KS)

ED 120 767 CS 202 624

Butters, Ronald R.
Variation in Some Southern Black Idiolects: Indirect Question Formation.

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (45th, Atlanta, November 6-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Language Styles, *Linguistic Patterns, *Negro Dialects, *Nonstandard Dialects, Sentence Structure, *Sociolinguistics, *Standard Spoken Usage

Identifiers—*Black English

Earlier sociolinguistic studies distinguish between Standard English and Black English with respect to indirect question formation. Standard English typically does not invert the tense-marker "do" in the imbedded question ("Ask John if he played basketball today") while Black English does ("Ask John did he play basketball today"). In fact, the inverted form is common among speakers of Standard English and the noninverted forms are common among the Black English speakers examined in this study: elderly female basilectal speakers in Wilmington, North Carolina. For most speakers, then, "do"-inversion is a variable rule, not a categorical rule. Speakers for whom the rule is categorical would appear to be either in a hypercorrecting stage of the post-creole continuum, or more likely merely immature speakers affected by age-grading. (Author/KS)

ED 120 768 CS 202 625

Martin, Charles H.
The Berne Model and Advertising Messages: A Psychographic Study.

Pub Date Aug 75

Note—16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975); Appendix B may not reproduce well due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Behavioral Science Research, College Students, Communication (Thought Transfer), *Mass Media, Media Research, *Personality Theories, *Persuasive Discourse, Psychological Studies, Psychological Testing, *Publicize

Identifiers—Berne (Eric), *Transactional Analysis

This study relates Eric Berne's theory of Transactional Analysis to the effectiveness of advertising messages. A 30 item Personality Mode Test was constructed in order to assess subject agreement with statements reflecting Berne's three personality states: parent (social evaluative), adult (controlled rationality), and child (emotiveness). After this test was administered to 215 University of Texas students, the same group was given another self-report form assessing the persuasiveness of certain advertising messages, judged to be coming from either parent, adult, or child modes, or some bi-modal combination. Parent personalities correlated most highly with parent-child messages, next with parent messages,

and negatively with parent-adult messages. Child personalities correlated most highly with child messages, and negatively with adult messages. Adult personalities correlated with parent-adult messages most highly, with an inverse relationship with child and child-adult messages. The results of this inquiry suggest that message categories in terms of the Berne model hold promise of being useful for both the advertising practitioner and the communications researcher, although it must be noted that the data reflect verbal behavior and not real-world behavior. (TS)

ED 120 769 CS 202 626

Ward, Sara Ann

Children's Reactions to a Children's News Program: Reception, Recognition and Learning.

Pub Date 75

Note—62p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—*Audiences, *Children, Commercial Television, Elementary Education, Learning Characteristics, *News Reporting, Student Reaction, *Television, *Television Viewing
 Identifiers—*In The News

The major objectives of this study were to determine the reception of "In the News" by children within the target audience's ages, to determine if children within the target audience recognize the news program as a program, to determine if children learn from "In the News," and to compare children's learning from hard news (political, economic, or social) and soft news (nonpolitical or human interest). Children from second through sixth grade were randomly assigned to a control or an experimental group. The control group only answered a questionnaire, while the experimental group viewed two cartoons and two news segments before answering the questionnaire. Results indicated that older children learn from watching "In the News," that older children learn significantly more from hard news than from soft news, and that those young children whose favorite parts of local news programs are news (hard) scored highest on the "In the News" test. (JM)

ED 120 770 CS 202 627

Whittaker, Susan McDargh

Male vs. Female Newscasters—A Study of the Relative Effectiveness, Believability and Acceptance.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Broadcast Industry, *Credibility, Journalism, Media Research, *News Reporting, *Radio, *Sex Differences, *Sex Discrimination

The assumption, which has influenced broadcast news reporting hiring practices, that women broadcasters are not as believable, acceptable, or effective as men broadcasters is explored in this research report. Four network newscasters, two males and two females chosen on the basis of similar professional competency and stature audio tape in "network style" which contained two versions of a newscast. Each newscast contained two categories of stories—factual and fictitious. The sample audience totaled 174 men and women who represented a rather broad socio-economic and age distribution. Each of eight audience groups heard two newscasts—one delivered by a male and one delivered by a female newscaster. Subjects were asked to fill out a multiple-choice questionnaire designed to measure factors of effectiveness, general retention, and believability. A second questionnaire was designed to study acceptance and preference. Some of the findings indicated that there was no significant difference in the audience's degree of acceptance of either male or female newscaster, newscasters of both sexes appeared to be equally effective, and sex preference was equally divided. (MKM)

ED 120 771 CS 202 628

Muncie, Barbara C.

Stifling the Right to Know: Exemption 1 and Executive Privilege.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Censorship, Constitutional Law, Court Litigation, Democratic Values, Federal Government, Federal Legislation, *Freedom of Speech, *Government Publications, *Government Role, Supreme Court Litigation
Identifiers—Executive Privilege, *Freedom of Information Act

Exemption 1 of the Freedom of Information Act provides for the secret classification of matters that are "specifically required by Executive order to be kept secret in the interest of the national defense or foreign policy." As such, it provides a formidable barrier to the inquisitive citizen or Congress seeking the disclosure of secret documents. The 1974 amendments to the act have partially diminished this barrier, but are inadequate. In chambers inspection of documents should be made mandatory, and counsel for the party seeking disclosure should be allowed to see the disputed papers. Document classification must be revamped and reform along the lines proposed by Senator Mike Gravel is needed to put an end to rampant overclassification. To ensure that the nation's legislators have access to foreign policy and defense information deemed too sensitive for public circulation, Congress must attempt to deflate claims for executive privilege by taking the constitutional battle to the courts, if necessary. (KS)

ED 120 772 CS 202 629

Gibson, Walker
Smile When You Say That.
 Pub Date Apr 76

Note—11p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, Massachusetts, April 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Basic Skills, *Educational Problems, Educational Trends, *English Instruction, Evaluative Thinking, *Irony, Journalism, Language Skills, Mass Media, *Metaphors, Rhetoric, *Rhetorical Criticism, Writing Skills
Identifiers—*Newsweek

"Newsweek's" article "Why Johnny Can't Write" (Dec. 8, 1975), adopts a "know it all posture" which defies the real evaluation of the statistical decline in language skills among high school graduates. "Newsweek's" attribution of this decline to the presence of television culture and its focusing of blame on structural linguistics and naive educators does not constructively deal with all sides of this complex issue. The intrusion of "omniscient narration" in journalism and throughout our daily lives actually contributes to the problem, and should be replaced by an analytical style which, through the use of irony and metaphor, does not take itself so seriously. (KS)

ED 120 773 CS 202 630

Bramer, George R.
Comp. vs. Lit. - What's the Score?
 Pub Date Mar 76

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication Skills, *Composition (Literary), Curriculum Design, *Curriculum Development, *English Departments, Higher Education, *Literary Analysis, Teacher Education, *Teacher Education Curriculum, Teaching Methods

University and college English departments, preoccupied with literary study, have long neglected their role in teacher preparation, especially the training of college composition teachers. Grammar, rhetoric, and logic are studies more valuable to the composition teacher than courses in imaginative literature. The weighting of curriculum in favor of literature and literary analysis is reflected not only in the general unpreparedness of newly graduated composition teachers, but in textbooks, anthologies, and doctoral programs as well. Recent studies suggest that momentum is gathering for changes toward a more communications-based curriculum. (KS)

ED 120 774 CS 202 631

Kuykendall, Carol
What's Basic and How Can You Tell?
 Pub Date Apr 76

Note—9p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, Massachusetts, April 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Basic Skills, Community Influence, *Curriculum Development, *Curriculum Evaluation, *Educational Trends, *English Curriculum, English Instruction, Language Skills, Secondary Education, Writing Skills

Pressure exerted by parents, college instructors, and politically mandated accountability systems have forced English teachers to reevaluate the effectiveness of secondary school curriculums. The temptation to return to the rote-learning and grammar drills of the past, although accentuated by these demands, should not be yielded to. Real English "basics" can be evaluated by asking the following questions of them: (1) Is this objective consistent with some coherent theory of instruction? (2) Is there any evidence that having students work toward this objective will actually help them use language more effectively? (3) Is this objective consistent with the developmental pattern of the learner? and (4) Is the objective based on real expectations? An open, process-centered curriculum design which involves the student directly should be the goal of English educators. (KS)

ED 120 775 CS 202 632

Young, Art
Rhetoric and Usage in Technical Writing.
 Pub Date Mar 76

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Freshmen, *Composition Skills (Literary), Educational Philosophy, Expository Writing, Higher Education, *Rhetoric, *Teaching Methods, *Technical Writing, *Writing Skills

Selecting criteria for usage is done in basically the same way for both technical writing and other forms of composition. Similarly, the same rhetorical theory applies to the teaching of both, and proves especially helpful in the teaching of formal report-writing skills in required freshman composition courses. Focusing on the appropriate voice, audience, subject matter, and purpose is vital to the clarity and readability of both formal and creative composition. (KS)

ED 120 776 CS 202 633

Moore, Hubert Tipton, Jr.
A Comparison of the Effect of Individualized Study and Conventional Classroom Presentation on Retention in a Language Arts Methods Class.
 Pub Date 75

Note—233p.; Ed.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7523, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Comparative Analysis, Doctoral Theses, Educational Research, English Instruction, Higher Education, *Individualized Instruction, *Language Arts, Recall (Psychological), *Retention, Retention Studies, *Teaching Methods

The purpose of this study was to determine whether individualized study, as compared to conventional classroom study, would effect significantly greater immediate and prolonged retention of both education and English content. Subjects for the experiment were 44 students enrolled in four sections of two language arts methods classes at Northeast Missouri State University, Kirksville, Missouri. On the basis of the findings, it was concluded that individualized study did significantly effect greater immediate and prolonged retention than conventional classroom study over both education and English content. A number of questions regarding individualized study are raised for future research. (Author/RB)

ED 120 777 CS 202 634

Hatch, Martha
A Newspaper for the Middle School.
 Pub Date Apr 76

Note—8p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, Massachusetts, April 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Class Newspapers, *Cocurricular Activities, *Communication Skills, Composition (Literary), *School Newspapers, Secondary Education, *Student Publications, Teacher Role

The author describes her experiences as the faculty advisor for the newly created monthly student newspaper in her secondary school. Originally, student interest in the project was evaluated and care exercised to avoid too large a task group. Lead stories included editorial opinion concerning controversial issues in the school, club news, interviews with new teachers, reviews of television programs and movies, sports coverage, and so on. The role of faculty advisor as motivator and director of student output is stressed, and the total experience of writing and publishing the paper is viewed as an important exercise in written and spoken communication. (KS)

ED 120 778 CS 202 635

Bloom, Lynn Z.
The Promise and the Performance: What's Really Basic in Teaching TAs.
 Pub Date Mar 76

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Basic Skills, *Composition (Literary), Composition Skills (Literary), Course Descriptions, *Effective Teaching, English Instruction, Graduate Students, Higher Education, *Teacher Education, *Teacher Improvement, *Teaching Assistants, Teaching Methods
Identifiers—University of New Mexico

In order to promote professionalism and transform novice teaching assistants into capable instructors, the University of New Mexico has established a required course in "Teaching Composition." The course attempts to define institutional and departmental goals, and explore such issues in class management as organization, discipline, motivation, and plagiarism. Other basics in the training of TAs include the orientation toward professional publishing, survey of major topic areas in the language arts, and the study of research on teaching methods, composition, and literature. Additionally, a section on dialects explores the implications of language diversity. Feedback for TAs is provided by direct classroom observation by an independent expert and anonymous evaluations by students. Self-evaluation by the assistants is also stressed, and an attempt is made to provide an environment within the department that encourages and acknowledges their efforts. (KS)

ED 120 779 CS 202 636

Desberg, Peter And Others
The Relationship between Non-Standard Dialect and Academic Achievement.
 Pub Date Apr 76

Note—8p.; Paper presented at the Annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Dialect Studies, Elementary Education, Language Research, *Negro Dialects, Negro Students, *Reading Ability, Reading Difficulty, *Reading Skills, *Social Dialects, Spelling

Social dialect is demonstrated as an important factor in the low performance of Black children on language based academic achievement tests. The dialect measure accounted for a substantial percentage of the variance in reading and spelling while the IQ measure and social attitude accounted for a negligible amount of variance in these areas. The subjects were 120 black second, fourth, and sixth grade children (N=40 per grade level) from two elementary schools in California. (RB)

ED 120 780 CS 202 637

Smith, Mark Edward
Peer Tutoring in a Writing Workshop.
 Pub Date 75

Note—278p.; A.D. Dissertation, The University of Michigan
 Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9320, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Composition Skills (Literary), Doctoral Theses, Educational Research, English Instruction, Higher Education, Learning Laboratories, *Peer Teaching, *Teaching Methods, Tutorial Programs, *Tutoring, *Workshops, Writing Skills Identifiers—*Writing Workshops

This study describes in detail the synthesis of two relatively new, widely accepted and critically approved teaching methods, writing workshops and peer tutoring programs, in a coordinated program designed to improve student writing skills and attitudes. After tracing the origin of this experiment to specific concerns about the use of standard English in student compositions, the teaching of writing as a process as well as a product, and the individualization of instruction, the history, types, and present status of writing workshops and peer tutoring programs are examined. Then, the theory underlying their use is examined with special emphasis on individualization of instruction, a frequently misunderstood concept. A detailed analysis of the respective strengths and weaknesses of workshops and peer tutoring follows, demonstrating not only that these two methods offer a highly individualized pedagogy, but also that they complement each other almost perfectly. Both general evaluations of the students and tutors, based primarily on responses on evaluation forms, and individual evaluations of student-tutor pairs, based primarily on their essays, show that specific and definite improvements in student writing and attitudes toward composition resulted from this project. (Author/RB)

ED 120 781 CS 202 638

Black, Colin

Group and Individual Study of Programmed Language Materials: A Pilot Study. No. 16. Turku Univ. (Finland).

Pub Date 75

Note—66p.; Not available in hard copy due to marginal legibility of original document, Report from the Institute of Education

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*English, *Group Instruction, Higher Education, *Individual Instruction, Instructional Materials, *Language Instruction, Language Research, Pilot Projects, Programmed Instruction, *Programmed Materials, Teaching Methods

Two study modes from the paradigm of research into group-study variables are considered in the present investigation. It was hypothesized that the achievement of subjects studying language materials with a high proportion of familiar matter (practice and revision programs) will be greater in a condition of group-study with interaction, and achievement of subjects studying language materials with a high proportion of unfamiliar matter (new learning) will be greater in a condition of individual study in isolation. Subjects were taken from a population of first-year university students following a course of self-instruction in English. In the grammatical structures and listening comprehension areas, group-study subjects showed significant superiority over the individual study subjects, confirming the first hypothesis. In the intonation area, individual study subjects did not show any superiority over group-study subjects, thus the second hypothesis was not confirmed. A limited attitude study gave some indication of more favorable attitudes towards instruction in the group-study subjects. An experimental design, linked to attitude study, is proposed for further investigation of the problem. (RB)

ED 120 782 CS 202 639

Sternglass, Marilyn S.

Composition Teacher as Reading Teacher: Linguistics Is the Bridge.

Pub Date Mar 76

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Applied Linguistics, *Composition (Literary), Educational Philosophy, English Instruction, Reading Skills, Secondary Education, *Sentence Structure, Syntax, *Teaching Methods, Writing Exercises, *Writing Skills

Secondary school students can be taught the skills of precise and complex composition by

providing analysis of sentence types. While in the process of learning the formation of complex sentences, students should be given the opportunity to read more complex sentences as well. Christensen's study of modifier types (whether initial, medial, or final) can be adapted to provide a framework for the analysis of syntactic structure. Similarly, sentence-combining techniques may be helpful. Recognition of stylistic differences in written forms aids in the mastery of both writing and reading skills. Therefore, reading fluency reinforces writing fluency, although care should be exercised to supplement analysis with writing production. (KS)

ED 120 783 CS 202 640

Cowan, Greg

When Shall We Three Meet Again?

Pub Date Mar 76

Note—4p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Creative Teaching, *Creative Thinking, *Creative Writing, Elementary Secondary Education, English Instruction, Language Arts, Poetry, *Teaching Methods, *Teaching Models, Writing, *Writing Skills

This paper argues that writing teachers' emphases on orderly and polished products from their students have inhibited the ability to invent ideas and think clearly. The teaching techniques of the poet William Stafford are described as a model for teaching students to be more thoughtful. It is concluded that teachers of writing should first encourage their students to discover ideas before concentrating on ordering and polishing what they write. (TS)

ED 120 784 CS 202 643

Mackie, Jan

Toward a Third Way: A Personal Growth Model for the Training of Writing.

Pub Date 75

Note—321p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7517, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Doctoral Theses, Educational Theories, English Instruction, *English Programs, Program Descriptions, Secondary Education, *Teaching Methods, *Teaching Models, *Writing

This study develops historical and theoretical context and presents empirical support for a personal growth model for teaching English in secondary schools, one that centers the English program around instruction in writing or composition. The model is intended to facilitate development in many overlapping and mutually intensifying ways, always building upon the extending experience of the learner. It is in harmony with a social, process-oriented and student-centered approach to writing instruction which has been achieving recognition slowly and sporadically over the first half of the twentieth century. This study also examines the instructional theories of James Moffett, Ken Macrorie, Francis Christensen, and Peter Elbow, and selectively incorporates the methods which they have recommended over the past 10 years. Their proposals are especially valuable because they are supported by the findings of linguistic and psychological research. In the form proposed here, a developmental, personal growth theory of instruction can be both implemented and tested by educators, their students, and teachers of English. (Author/RB)

ED 120 785 CS 202 644

White, John Franklin

Technical Communications: Administrative "Basics" in Community Colleges.

Pub Date Mar 76

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Policy, *Administrative Problems, Administrator Education, *Business Communication, Community Colleges, *English Instruction, Higher Education, Junior Colleges, *Program Development, Program Planning, *Technical Writing

This paper discusses some of the problems and issues related to technical communications programs in the community college. It is divided into six major sections, focusing on such topics as what kind of courses in technical communication are taught and who teaches them, resources for technical writing staffs, the preparation of technical and business communications teachers, the administrative concerns in the development of a career program, the philosophy of a technical communications program, the characteristics of students enrolling in a technical communications program, how administrative development in a technical communications program takes place, and some of the curricular problems which develop between two-year and four-year institutions. (TS)

ED 120 786 CS 202 645

Metzger, Elizabeth

Using Case Studies to Explore Causes of Failure to Learn to Write.

Pub Date Mar 76

Note—17p.; paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Case Studies (Education), *Composition (Literary), Educationally Disadvantaged, Educational Research, English Instruction, Learning Difficulties, *Learning Processes, Observation, *Research Methodology, Research Needs, Research Problems, *Writing Skills

Case study is a method currently being used in the field of English in which the investigator gathers data from several sources on an individual: directly from the individual, from the individual's parents, from school records, and from the individual's teachers. The investigator interviews and observes the individual over a period of time in order to learn something about the individual. This paper defines case study, describes the theoretical and practical advantages of case study, discusses how to gather data for a case study, examines problems encountered with case studies, offers several research questions for possible investigation, and discusses writing the report of the case study. It is concluded that case study is a basic, viable method of research which can also improve the investigator's skills of observing and listening. (TS)

ED 120 787 CS 202 646

Hayes, Ira

Consciousness and the Curriculum: An Idea for Change.

Pub Date Apr 76

Note—14p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, Massachusetts, April 2-4, 1976); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Attitudes, *Educationally Disadvantaged, *Educational Philosophy, *English Curriculum, Middle Class Values, Personal Values, *Remedial Instruction, *Self Concept, Social Values

This paper argues that teachers of remedial students must make their students create their own order and meanings which may be at variance with the established order around them, but are valid nevertheless. Current research stresses the need to develop a positive self-concept, particularly in remedial students and in those whose cultural values are not the same as the middle class. Several research studies dealing with "disadvantaged" students are examined and suggestions are offered for teachers who want to stress each student's common humanity and unique sense of being in the English curriculum. (TS)

ED 120 788 CS 202 647

Christensen, Gary Nelson

Theme-A-Day: An Evaluation of the Effectiveness of Daily Practice in a College Composition Course.

Pub Date 75

Note—133p.; A.D. Dissertation, The University of Michigan

Available from—University of Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9315, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Doctoral Theses, *Educational Programs, Educational

Research, English Instruction, Junior Colleges, Program Evaluation, *Teaching Methods, *Writing Exercises

Identifiers—*Theme A Day

This evaluation of a theme-every-day writing experience concludes that such a project has some values which reward the time a class spends preparing, reading, and giving feedback. Chapter one describes the teaching method and several features of the community college in which the theme-every-day approach to teaching composition was used. Chapter two reviews the range of feedback opportunities in composition classes both in general and in this program. Chapter three details experiences with the daily writing approach over a six week period in the fall of 1973, indicating that the students' writings were graded on quantity rather than quality. Chapter four evaluates the program and finds the theme-a-day method suited to providing a wide variety of writing to be evaluated. Students evaluations of the project were mixed but favorable. (Author/RB)

ED 120 789 CS 202 648
Davis, William J.

The Mastery Learning and Conventional Modes of Instructing College-Level Composition: A Comparative Study Based upon Selected Student Characteristics.

Pub Date 75

Note—132p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9657, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*College Freshmen, Comparative Analysis, *Composition (Literary), *Conventional Instruction, Doctoral Theses, English Instruction, Higher Education, Research Methodology, *Teaching Methods, Teaching Procedures

Identifiers—*Mastery Learning

This study investigated the validity of the research methodology which sought to compare methods of instruction through the application of univariate statistical procedures, to contribute to the development of the theoretical position which contended that students of different abilities, needs, preferences, and attitudes should be differentially instructed, and to yield information which may be used to counsel and guide students in their choices of instruction. Conventional and mastery methods of instruction were employed to instruct over 500 freshmen English composition students. It was found that there was no significant difference between the mastery learning and conventional modes of instruction; different "kinds" of students achieved different levels of "success" between the two modes of instruction; and the student was a significant variable in the instructional process, but not the major variable. (Author/RB)

ED 120 790 CS 202 649
Evans, George Paul

The College Newspaper Press: An Analysis of Its Development Since 1968 in Four Dimensional Areas.

Pub Date 75

Note—740p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7697, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Content Analysis, Doctoral Theses, Editorials, *Financial Support, Freedom of Speech, Higher Education, *Journalism, News Reporting, *Organization, *School Newspapers, Student Publications

This dissertation analyzes four dimensional areas of the college newspaper—scope and function, legal control, business organization, and news and editorial content—from 1968 to the beginning of the 1974-75 academic year. The methodology took the form of a necessary illumination of the literature and other secondary investigation, an evaluation of the news and editorial content in a selected number of college newspapers, and a field survey of student editors, college presidents, and faculty advisers (or their representatives). Content analysis findings suggest that college newspapers are student oriented and confine their coverage to the campus. Weeklies offer more depth reports than the dailies, most

favoring on-campus events. The content differences of newspapers fall into three categories: Type one (editorially, financial and legally dependent), type two (editorially independent, financially and legally dependents), and type three (editorially, financially and legal dependent). There appears to be more press freedom now than in the sixties, and the majority of respondents liken their papers to commercial community papers and not to journals of opinion. (Author/RB)

ED 120 791 CS 202 650
Graves, Michael F., Ed. Koziol, Stephen M., Jr., Ed.

Perspectives on Research in English Education and Reading, 1974 [Papers from the Conference on Research in English Education and Reading (4th, New Orleans, Louisiana, November 28-30, 1974)].

National Council of Teachers of English, Urbana, Ill.

Pub Date 74

Note—81p.; Four other papers from the 1974 Conference appeared in "Research in the Teaching of English," v10 n1 p39-65 Spr 1976

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Child Language, *Creative Dramatics, *Educational Research, *Effective Teaching, *English Education, Language Arts, *Language Research, Literary Analysis, Literature, Reading Research

Identifiers—*National Council of Teachers of English, NCTE

This document is a collection of nine papers from the 1974 conference on research in English education and reading. Included are "The Role of the National Council of Teachers of English in Educational Research" by Roy O'Donnell, "Response to Literature" by Richard Beach and Charles Cooper, "Research Paradigms for Reading and English Education" by Robert Calfee and Annalee Elman, "Prose Analysis" by Priscilla Drum, "Early Language" by Julie Jensen, "Teaching Effectiveness in Reading" by Majorie Johnson and Robert Emans, "Creative Dramatic" by Stephen Koziol, "Children's Creative Oral and Written Language" by Sara Lundsteen and Eileen Tway, and "An Extended View of the Language Arts" by Richard Rystrom. (TS)

ED 120 792 CS 202 651
Dille, Ralph G.

Needs and Wants—from the Public.

Pub Date Mar 76

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Business English, *Business Skills, *Curriculum Development, Educational Trends, *English Curriculum, English Instruction, Higher Education, Job Skills, Language Skills, Personnel Needs, *Relevance (Education), Student Needs

Since the majority of college students will enter the business community rather than pursue an academic career, communication and language instruction should reflect the demands of employers. Similarly, the needs and wants of the identified public, students and their prospective employers, should be considered in the adjustment of instructional goals and objectives. Surveys indicate that employers value courtesy most highly among spoken language traits. Written skills important to the mastery of expository prose such as the mechanics of layout, spelling, and punctuation, are also rated highly. English instructors should therefore direct their curriculum toward courses encouraging idea organization, usage, spelling, accuracy, and neatness in student composition. (KS)

ED 120 793 CS 202 652
Stewig, John Warren

Creative Drama.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date Oct 75

Note—16p.; Not available in hard copy due to marginal legibility of original document
Journal Cit—Insights into Open Education; v8 n2 p1-15 (Entire Issue) Oct 1975

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Annotated Bibliographies, *Childrens Games, Childrens Literature, *Creative Dramatics, Elementary Education, *Instructional Materials, *Learning Activities

Identifiers—*Bicentennial

This paper on creative drama at the elementary level defines creative dramatics as a planned sequence of experiences designed to help children solve problems and learn ways to use their bodies and voices to create informal scenes. Such topics are discussed as components of drama, sequence in drama, verbal fluency, dramatizing literature, levels of dramatizing, scene creation, and evaluation. Each of these topics are defined and explicated and some include specific activities. An annotated bibliography is included which also lists books for teachers. A section entitled "Bicentennial Materials," which has a special focus on American Indians, includes a list of filmstrips, records, cassettes, pictures, and books. (TS)

ED 120 794 CS 202 653
Goodman, Alberta Darlene Judith

Utilization of Positive Feedback in a Classroom Environment of Acceptance to Promote Enhanced Learner Self-Concept and Improved Written Performance.

Pub Date 75

Note—128p.; A.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9317, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Community Colleges, *Composition (Literary), Doctoral Theses, *English Instruction, *Feedback, Higher Education, *Positive Reinforcement, *Self Concept, Teaching Methods, Writing Skills

In this study, four teachers each taught a composition course at a community college in which they pointed out only those aspects of the students' work which were praiseworthy. On student essays, in their logs, during in-class activities, and during conferences, students were given only positive feedback. The objective of this approach was not to correct deficiencies, but to build strengths. To accommodate learning preferences, students were allowed to choose among small group work, role playing, modularized packages, mediated approaches, peer teaching, sensitivity exercises, simulations, decision-making games, and individualized projects as possible vehicles by which they could meet the goals of the course. The evaluative instruments included a pre- and post-test measurement which was a self-report language attitude questionnaire, the Personal Orientation Inventory, and performance differences in terms of amplitude and coherence counts between diagnostic and final essays. It was concluded that the students grew in both their self-concept of their ability to communicate and in their actual ability. (Author/TS)

ED 120 795 CS 202 654
Haworth, Lorna Helen

Using Poetry to Stimulate the Writing of Descriptive Prose at the Grade Five Level.

Pub Date 75

Note—108p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7587, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Composition (Literary), *Creative Writing, *Descriptive Writing, Doctoral Theses, Elementary Education, English Instruction, *Figurative Language, *Language Research, *Poetry, Writing Skills

The aim of this study was to investigate the extent to which practice in the use of figurative comparisons in the composing of poetry, in both oral and in written form, will increase the use of figurative comparisons in the writing of prose. The study tested oral composition of poetry vs. written composition of poetry, and intensive treatment in each of these areas vs. extensive treatment in each of these areas against themselves and against a control group for each time period. Data were analyzed by performing an analysis of variance on the posttest means of the time/treatment and control groups. The data from the posttest for time/treatment groups were

analyzed by means of analysis of covariance using I.Q., reading level, and pretest as the covariates. It was concluded that fifth grade children who are exposed to the composing of poetry by writing their poems or by composing poetry orally and taping it over a five week period use significantly more figurative comparisons in the writing of descriptive prose than children who compose poetry and are not provided with instruction. (Author/TS)

ED 120 796 CS 202 655

Cowe, Eileen Grace

A Study of Kindergarten Activities for Language Development. Revised.

Pub Date 74

Note—126p.; Printed by R and E Research Associates, 4843 Mission St., San Francisco, California 94112

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Classroom Research, Kindergarten Children, *Language Development, *Language Enrichment, *Language Research, Language Skills, Primary Education, *School Activities, *Speaking Activities

The purpose of this study was to evaluate the nature and frequency of speech in two classrooms of New York City kindergartners. Specifically, study of the 52 ethnically and socioeconomically varied youngsters attempted to discover whether: (1) more language was used in some activities than in others, (2) more mature speech was used in some activities than in others, and (3) some feature, event, or persons within the activity influenced the amount and maturity of speech. Observational recordings and discussions with teachers were employed to assess the subjects' speech in various activities. It was concluded that the amount and maturity of language did in fact vary from activity to activity and among episodes within activities. The greatest potential for language occurred during discussion and housekeeping. Activities holding the least potential included blocks, dance, and woodworking. The potential of one or two children with an adult, story hour, and table activities fell between these two extremes. Factors suggested as influencing language were adult participation, theme of play, noise level, physical arrangement of space, and so on. Suggestions for maximizing language skills in the classroom are made with consideration of these findings. (KS)

ED 120 797 CS 202 656

McCombs, Maxwell E. And Others

Measuring the Cumulative Agenda-Setting Influence of the Mass Media.

Pub Date Dec 75

Note—39p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communications, Higher Education, *Mass Media, Media Research, Newspapers, *Public Opinion, Radio, *Research Methodology, *Research Needs, Television, *Theories

Identifiers—*Agenda Setting, Cross Lagged Correlation

Analysis indicates that the appropriate time lag between cause and effect—between presentation of a press agenda and learning of issue salience—is from two to six months, with a four-month lag being generally acceptable for newspaper agenda-setting. A shorter lag appears more appropriate for television agenda-setting. Within the framework of agenda-setting research, this paper demonstrates the need for more precise theorizing, methodologies, and identifying of causal relationships in nonexperimental settings. Cross-lagged correlation is illustrated as one technique for empirically identifying the appropriate time lag and aiding in the development of agenda-setting theory. It is concluded that further research should focus on specifying the causal process suggested in the agenda-setting theory of media effects, as well as on developing new methods for measuring and relating media and public issue agendas. (RB)

ED 120 798 CS 202 657

Hardaway, Francine

Educating Adults.

Pub Date 24 Mar 76

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, Community Colleges, Composition (Literary), *English Instruction, *Enrollment Trends, *Humanistic Education, *Individualized Instruction, Individual Needs, Junior Colleges

This paper discusses adult education at community colleges. Three types of adults returning to school are delineated: the employed male who returns to school to update his occupational skills, the housewife who comes back to school after her children have left home, and the senior citizen or retired person who is not interested in a degree. It is argued that these adult students are candidates for many kinds of individualized instruction. Several types of individualized instruction for English composition are discussed including computer-assisted instruction and radio and television instruction. It is concluded that teachers should recognize the vulnerabilities of these adult students and recognize their special human needs. (TS)

ED 120 799 CS 202 658

O'Donnell, Roy C.

Research in the Teaching of Secondary English: Actuality and Potential.

Pub Date 76

Note—9p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, April 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Content Analysis, Educational Research, *Educational Researchers, English Education, *English Instruction, Higher Education, *Language Arts, Language Research, *Research Problems, Secondary Education, *Teacher Role

Identifiers—*Research in the Teaching of English

A systematic review of the nine volumes of "Research in the Teaching of English" published by the National Council of Teachers of English (NCTE) since 1967 reflects trends of relative importance in various areas of investigation. It is probably true that more research effort is directed toward the secondary level than the college level, more toward composition than literature, and more toward reading than non-print media. Similarly, descriptive research is more common than experimental research. The fact that most research is performed by university professors and graduate students rather than by Secondary English instructors reflects the traditional schism between the researcher and the practitioner. If, in addition to the long-range study of common and continuing educational issues, research also involves the secondary school teacher and is designed to answer specific questions within the teaching environment, this gulf may be bridged. (KS)

ED 120 800 CS 202 660

Heard, Gladys Carey Stokes, Louise Dabney

The Relationship of Psycho-Cultural Factors to Standard English Use in the Writing of Selected Black College Freshmen.

Pub Date 75

Note—605p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8690, MFfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Freshmen, *Composition (Literary), *Cultural Factors, Doctoral Theses, English Instruction, Higher Education, Language Usage, *Linguistic Competence, *Negro Dialects, *Negro Students, Nonstandard Dialects, Written Language

Identifiers—*Psychocultural Factors, *Standard English

A case study approach is used to investigate written linguistic performance among black college freshmen from lower socio-economic and black nonstandard English (BNE) speaking backgrounds who are assigned to remedial-type English skills courses and generally assumed by their teachers and others to lack either or both competence or performance ability in Standard English (SE). This study offers an alternative explanation which postulates bidialectal competence and accounts for nonstandard performance (particularly in writing) through a psycho-cultural hypothesis. This hypothesis postulates functional interference because of the operation of certain attitudinal and motivational constraints on black students' production of SE. Case studies of six randomly selected students from a list of freshmen assigned to remedial En-

glish classes in a predominantly black Southern college were employed. The findings revealed that the hypothesized psycho-cultural barriers to the students' SE written performance did not appear to operate significantly in the classroom writing of the six case study students. (Author/RB)

ED 120 801

CS 202 661

Wolter, Daniel Ralph

Effect of Feedback on Performance on a Creative Writing Task.

Pub Date 75

Note—109p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9548, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Creative Writing, Doctoral Theses, Educational Research, Elementary Education, Evaluation Methods, *Feedback, Grade 6, Positive Reinforcement, *Self Evaluation, Student Evaluation, *Student Improvement, Teacher Evaluation, *Teaching Methods, Writing Skills

The purpose of this study was to determine what kind of feedback would be most effective in helping students improve their writing and in what manner it should be provided. Feedback was provided on a specific writing task, the short autobiographical narrative. Improvement was measured by scales of the three variables: completeness, development, and length. Three conditions of feedback were provided: quantitative positive student self-feedback through the feedback form, quantitative positive feedback through teacher assessment using the same form, and teacher corrective feedback through written final comments based on the criteria of the feedback form. A control group, no feedback, was included. Subjects were 35 sixth grade students, in two classrooms, randomly assigned to one of the four treatment groups. Changes were measured by pre- and posttest changes in narratives. All experimental conditions produced significant changes compared with the control. There is some evidence that self-evaluation yields greater gains than teacher evaluation, however, further research is necessary to confirm these conclusions. (Author/LL)

ED 120 802

CS 202 662

Wagner, Eileen Nause

When the Bookkeeping System Takes Over: The Effects of Grading Compositions on Student Attitudes.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Composition (Literary), Credit No Credit Grading, Educational Research, *Evaluation Methods, Feedback, *Grading, Higher Education, Motivation, *Pass Fail Grading, Positive Reinforcement, *Student Attitudes, Teacher Behavior, Teaching Methods, Writing Skills

Communications to college students about the value of their composition are better expressed in words than in letter grades. Research by Sweet and Seidman suggests that free-style, positive comment on student papers produces a markedly improved attitude toward writing. The author's own research reveals that in the presence of positive, free comment, the addition or deletion of a letter grade does not significantly alter attitude improvement as measured by the Osgood Semantic Differential. While the grade itself does not appear to have a negative effect on students' desire to write, its implications for the teacher are more far-reaching. Letter grading consumes much of the instructor's time and therefore encourages the tendency to assign fewer papers. More importantly, letter grading directs the teacher's commentary to the negative aspects of student work, thus interfering with effective positive feedback. (KS)

ED 120 803

CS 202 664

Blake, Robert W.

How to Talk to a Writer—or Forward to Fundamentals in Teaching Writing.

Pub Date 76

Note—30p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, April 2-4, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Basic Skills, *Composition (Literary), *Creative Writing, Educational Philosophy, Figurative Language, Higher Education, Language Development, Teaching Methods, *Writing Skills

This paper argues that instead of getting "back to basics" (correct usage, spelling, capitalization, etc.) teachers of writing should be concerned with the fundamentals of writing well. These include an attention to the composing process; experience with producing a variety of writings (spontaneous writing, the persuasive essay, the critical essay, newspaper pieces, short fiction, and drama); a mastery of the skills of writing such as using strong verbs, using active instead of passive language, choosing precise words, eliminating wordiness, and creating effective openers; and a wide experience with the ranges of syntax. It is also suggested that teachers talk to writers to encourage writing. As they move forward to the fundamentals of writing, individuals will write better, observe life more fully, understand the nature of the composing process, show confidence in their writing, come to know themselves better, and experience the joy of creativity. (TS)

ED 120 804

CS 202 665

Klein, Marv

Articulating the Language Arts Curriculum or Meadowlarks and a Bird Dog Named Gus.

Pub Date 76

Note—10p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Planning, *Educational Philosophy, Elementary Secondary Education, *English Curriculum, English Programs, *Language Arts, Program Development

This paper discusses articulating the language arts curriculum. Articulating the language arts curriculum is talking about it to and with peers, with students, and with oneself. It is argued that this dialogue and internal searching for a directional sense for the language arts curriculum is actually the basis for the curriculum itself. Language arts curriculum articulation should focus upon the search for reasonable assumptive bases for the program, a thorough explication of the program, and the design of a conceptual framework for teaching language arts. Articulation is also questioning all aspects of the language arts curriculum, including ideas, teaching approaches, and curriculum development. (TS)

ED 120 805

CS 202 666

O'Donnell, Roy C.

Something Old, Something New—An Eclectic Grammar for Learning.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the National Council Teachers of English (65th, San Diego, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Grammar, *Instructional Systems, *Language Instruction, *Linguistic Theory, Models, Secondary Education, Structural Grammar, Traditional Grammar, Transformational Generative Grammar, Transformation Theory (Language)

Formal grammar study is important in schools above the elementary level because it can lead to improved understanding of the nature and functions of language. Although newer grammars, based on structural linguistics and transformational-generative grammar, have not met the needs of the schools, their potential should not be ignored with a return to traditional grammar. Instead, concepts from various grammars can form an eclectic grammar based on a unified theoretical system in which the output (sentences as well as graphic and other linguistic forms of expression) results from the appropriate syntactic and phonological elements supplied by the operative and expressive components. (The text includes a diagram of the theoretical model.) (JM)

ED 120 806

CS 202 667

Hester, Albert L., Ed.

Cole, Richard R., Ed.

Mass Communication in Mexico; Proceedings of the March 11-15, 1974 Seminar in Mexico, D.F.

Association for Education in Journalism, DeKalb, Ill. Div. of International Communication; Universidad Iberoamericana, Mexico City (Mexico).

Pub Date Dec 75

Note—218p.

Available from—Prof. Vernon A. Keel, The Printing Laboratory, South Dakota State University, Dept. of Journalism & Mass Communication, Brookings, South Dakota 57006 (\$3.00)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Communication (Thought Transfer), Communications, Conference Reports, Cross Cultural Studies, Government Role, International Organizations, *Journalism, *Latin American Culture, *Mass Media, Media Research, Publicize, Public Relations

Identifiers—Latin America, *Mexico
These proceedings of the five-day seminar (the first meeting of the Interatlantic Communication Division outside the United States) contain almost 50 papers or oral presentations, plus introductions by the editors. Most papers and presentations deal in some way with Mexico or Latin America, with a few dealing with the United States. Contents are divided into the following seven categories: the current status of the Mexican mass media, journalism education and research in the Americas, aspects of cross-cultural research and communication, communication and development, aspects of media and government interplay, Latin America and the printed word, and public relations and advertising. (JM)

ED 120 807

CS 202 668

Weingartner, Charles

Basic Backwardness.

Pub Date 76

Note—7p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, April 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Basic Skills, Educational Objectives, *Educational Philosophy, *English Instruction, Higher Education, *Humor, *Open Education, Teaching Quality

This paper argues that the "back to basics" movement is regressive and that regression is the characteristic mode of fear-ridden personalities. It is argued that many people in American society today have lost their ability to laugh and do not have the sense of humor which is crucial to a healthy mental state. Such topics as necrophilia, mental illness, and suicide are discussed. It is argued that rather than teaching students grammar, parts of speech, and related taxonomies, we should teach students to maintain a sense of humor and beware of illusions and lies. (TS)

ED 120 808

CS 202 669

Falke, Anne

Defining "Folklore" in the Classroom.

Pub Date 76

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cultural Background, Culture, *Folk Culture, Folklore Books, Higher Education, *Humanities Instruction, Legends, Non-formal Education, Student Interests, *Undergraduate Study

Identifiers—*Folklore

Folklore, a body of traditional beliefs of a people conveyed orally or by means of custom, is very much alive, involves all people, and is not the study of popular culture. In studying folklore, the principal tasks of the folklorist have been defined as determining definition, classification, source (the folk), origin (who composed folklore), transmission, variation, structure, meaning and function, and use and application. Folklore study has a definite place in the college student's total education, offering a disciplined examination of nonacademic areas of knowledge which

interest students, teaching the nature and uses of primary and secondary evidence, and introducing tools for library research. (JM)

ED 120 809

CS 202 670

Gebhardt, Richard C.

Balancing Theory with Practice in the Training of Writing Teachers.

Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Composition (Literary), *Educational Theories, English Instruction, Higher Education, Preservice Education, *Student Teachers, *Teacher Education, Teacher Education Curriculum, *Teaching Methods, Writing Skills

Students preparing to teach writing in public school or college should understand the conceptual basis of composition and the teaching of writing, as well as be exposed to practical teaching experience. Writing teachers need to have an understanding of the structure and history of the English language, rhetoric, and the varied theoretical frameworks posited. In addition, a grasp of productive teaching methods is essential concerning the following: the importance of writing, audience, writing as process, positive instruction, and students' responsibility for their own writing. A special course in "Writing for Teachers of Writing" can provide practical work in tutoring, editing, and grading, as well as make available student teaching placements which emphasize written work. In order to sensitize prospective teachers to their students' needs, the quality of their own prose should be examined, and the following questions answered: What is a writing teacher? What's wrong with writing teaching today? What are the elements of effective writing instruction? In simulation of their future classroom experience, prospective teachers work in small groups, learn audience definition and response, work as tutors, and edit a class anthology. (KS)

ED 120 810

CS 202 672

Boecker, Marguerite Steelhammer

What Every Single Teacher Should Know about Language...but may not.

Pub Date 75

Note—210p.

Available from—Queen City Publishers, P.O. Box 3071, Clarksville, Tennessee 37040 (Write for price)

Document Not Available from EDRS

Descriptors—American English, *Classroom Techniques, *Educational Strategies, Elementary Secondary Education, Grammar, *Language Development, *Language Instruction, Reading, Teaching Procedures, Written Language

Based on the recognition that all teachers are involved in language development regardless of the students' ages or the teachers' subject matter interests, this text augments descriptions of language characteristics with appropriate classroom implications. Topics of chapters are: the nature of language, descriptions of the sound and grammatical systems of American English, language development as observed in children, reading in perspective, what a child learns when he learns to use written language, and processes of language change. Appendixes contain material on behaviors which may contribute to or be a part of all learning; oral and written language; the neurological impress method of teaching reading; the visual, auditory, kinesthetic, tactile (VAKT) procedures; and directed reading thinking activity (DRTA) procedures. An annotated bibliography and list of suggested readings concludes the text. (JM)

ED 120 811

CS 202 673

Cheyney, Arnold B.

Teaching Children of Different Cultures in the Classroom: A Language Approach. Second Edition.

Pub Date 76

Note—182p.

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$4.95 paper)

Document Not Available from EDRS

Descriptors—Child Language, Children, Class Activities, *Classroom Techniques, *Cultural

Differences, *Culturally Disadvantaged, *Cultural Traits, Elementary Education, Language Development, Preschool Education, *Teaching Methods

Teaching within the context of individuality, desire, and emotion means that teachers must have an understanding of various cultures, the languages children speak, and the strengths the children possess. This second edition of the text "Teaching Culturally Disadvantaged in the Elementary School" is more inclusive of minority groups, moves into the preschool instructional area, and treats the intelligent and creative use of media. The first half of the book was compiled to help the reader develop a depth of understanding of multicultural children and of the methods many teachers have found to be effective with them. The last half of the book, organized as a handbook of ideas, discusses language development, receptive skills, and expressive skills. The last two chapters list activities which can heighten classroom excitement by using various media and other equipment. An appendix contains quotations from teachers giving thoughts about children and sharing workable ideas. (JM)

ED 120 812 CS 202 674

Stewart, Donald, Ed.

Focus: Popular Culture, Censorship, Religion in the Schools.

Kansas Association of Teachers of English.
Pub Date Feb 76

Note—34p.; The Kansas Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit—Kansas English; v61 n2 Entire Issue Feb 76

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Censorship, Cultural Awareness, Educational Philosophy, Elementary Secondary Education, *English Instruction, Guidelines, Humanities Instruction, *Language Arts, *Religion

Identifiers—*Popular Culture

This issue of "Kansas English" contains four articles related to popular culture, censorship, and religion. "Popular Culture Studies: A Complement to the Humanities" by Michael Marsden, focuses on the relationship between popular culture studies and the humanities, including English. "Popular Culture: La Vie En Blue" by Richard Martin, examines the appeal of blue jeans (denim) in contemporary popular culture. "Censorship: What To Do About It? A Modest Proposal" by Rollin Douma argues that the use of a written book selection and complaint policy containing the American Library Association's and the National Council of Teachers of English's guidelines effectively inhibits censorship in schools. "Teaching About Religion Through the Language Arts" by Galen Boehme discusses the possibilities for teaching about religion in the public school, especially through language arts courses. (TS)

ED 120 813 CS 202 675

Cianciolo, Patricia J.

Iconoclastic Literature for Young People Has "Arrived!"

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Childrens Books, *Childrens Literature, Elementary Education, Existentialism, Fiction, Impressionism, Literary Analysis, *Literary Criticism, Literary History, *Literary Styles, Reading Material Selection, Surrealism

Contemporary changes in ideology and attitudes are reflected in all literature, and that written for children is no exception. This "mimetic approach" to the study of literature takes into account the influence of history on art. Although traditional themes persist, three types of modern themes are becoming increasingly prevalent in children's literature: Existentialist, in which the deeds of the individual protagonist assume primary importance and story line is characteristically open-ended; Impressionist, characterized by the perception of action through the eyes of a single observer; and Surrealist, in which the irrational and dreamlike is stressed. These new forms mirror the current emphasis on flexibility and rapid change. In both the appraisal of literature and the selection of reading for children, educators and librarians must strike a balance between permanent and changing values. (A bibliography of relevant children's books is included.) (KS)

dren, educators and librarians must strike a balance between permanent and changing values. (A bibliography of relevant children's books is included.) (KS)

ED 120 814 CS 202 676

Larson, Richard L., Comp.

Selected Bibliography of Research and Writing about the Teaching of Composition, 1973 and 1974.

Conference on Coll. Composition and Communication, Urbana, Ill.

Pub Date 75

Note—10p.; Reprinted from College Composition and Communication, May 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, Classroom Techniques, *Composition (Literary), Composition Skills (Literary), Higher Education, *Research Reviews (Publications), *Teaching Methods

The 57 items listed in this selected, annotated bibliography either report research which can contribute to knowledge about composition and the teaching of composition, or record classroom experiences or noteworthy ideas about the teaching of composition. (Material dealing with the preparation or inservice training of teachers and with the state of the profession has been excluded.) (JM)

ED 120 815 CS 202 677

Larson, Richard L., Comp.

Selected Bibliography of Research and Writing about the Teaching of Composition, 1975.

Conference on Coll. Composition and Communication, Urbana, Ill.

Pub Date 75

Note—11p.; Reprinted from College Composition and Communication, May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, Classroom Techniques, *Composition (Literary), Composition Skills (Literary), Higher Education, *Research Reviews (Publications), Rhetoric, *Teaching Methods

The 66 items listed in this selected, annotated bibliography either report research which can contribute to knowledge about the teaching of composition, or record fresh and/or noteworthy ideas about composition and the ways of teaching composition. (Material that deals with the preparation of teachers or the administration of programs in composition, that argues well-known issues in familiar ways, or that adds little to previous work has been excluded.) (JM)

ED 120 816 CS 202 678

A Thematic Approach to Literature: An Experimental Curriculum for Grades 7-11.

Middle Country Central School District, Centereach, N.Y.

Pub Date 75

Note—172p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Audiovisual Aids, Curriculum Guides, Instructional Materials, *Literature Appreciation, Secondary Education, Student Experience, Student Interests, *Thematic Approach

The curriculum outlined in this guide emphasizes the two major goals of literature appreciation in junior and senior high school as stimulating the love of reading and the lifetime reading habit, and leading students to see literature as the means of reexperiencing and understanding their own lives. The guide lists general departmental requirements, discusses implementation of the guide, and provides a key to the genres and audiovisual materials listings. Units for grades seven through eleven are categorized according to theme, subtheme, and ability level and contain annotated listings of literary materials and supplementary audiovisual materials. (JM)

ED 120 817 CS 202 679

English Language Framework for California Public Schools, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date 76

Note—81p.; Prepared by the English Language Framework Writing Committee

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Composition (Literary), *Educational Objectives, Educational Philosophy, Ele-

mentary Secondary Education, *English Curriculum, Individual Differences, *Language Arts, Literature Programs, Program Descriptions, Program Design, Program Evaluation, *Program Guides

Identifiers—*California

This booklet is an update of the "English Language Framework for California Public Schools: Kindergarten Through Grade Twelve" published in 1968. One of the functions of this framework is "to provide a structure which integrates evidence, suggests action, and articulates new ideas and relationships." The document is divided into seven major sections. "Philosophical Considerations: Student, Process, Content" examines the focus of the student, process in the English Language Arts, and content as a component of learning. "The Student as Language User and Interpreter: Goals and Objectives" examines program objectives and goals for the student. "Language Arts and Operations: Process" examines such topics as oral language, listening and speaking, reading, composing, and valuing. "Language Areas: Content" examines language study, literature, and media. The fifth section examines evaluation efforts. The sixth chapter examines models for the English Language Arts program. The final chapter, "Contemporary Issues," examines concern for individuals, organization of curriculum, the teachers' roles, the need for good public relations, and the use of tests. (TS)

ED 120 818 CS 202 680

Ohmann, Dick

The Doublespeak of Basics.

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Basic Skills, *Educational Philosophy, Educational Quality, *English Instruction, Language Role, *Literacy, *Propaganda, Social Influences

Identifiers—*Public Doublespeak

Public thinking and writing about literacy in recent years has served to confuse and mislead. Facts which support the "decline in literacy" belief and facts which support the opposite view are presented. Phases and statements made publicly about literacy are discussed and placed into four categories: those which use syntax to posit certainty where none exists; statements which are plainly false or which imply generalizations that have no basis in reality; those which treat language and writing as organisms; and those which propose to give causes and explanations for the "decline in literacy." It is argued that perhaps the "decline in literacy" is related to the broadening base of the educational system—expanding to admit previously excluded groups to higher levels—and that translates partly into an increase in equality and social justice. (TS)

ED 120 819 CS 202 702

Burns, Shannon And Others

An Annotated Bibliography of Texts on Writing Skills: Grammar and Usage, Composition, Rhetoric, and Technical Writing.

Pub Date 76

Note—235p.

Available from—Garland Publishing, Incorporated, 545 Madison Avenue, New York, New York 10022 (\$23.00 cloth).

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, Composition (Literary), *Composition Skills (Literary), Grammar, Higher Education, Language Usage, Rhetoric, Secondary Education, Teaching Methods, Technical Writing, *Textbooks, *Writing Skills

Designed as a research tool for teachers of writing, this annotated bibliography describes texts and readers which pertain to college level English courses (with indications of those suitable for use in high schools). Each entry has been placed in one or more of the following categories: grammar and basic usage, composition, advanced composition and rhetoric, writing about literature, readers, language and style, technical writing, and miscellaneous. Also included are a guide for using the text and a title index. (JM)

ED 120 820 CS 501 180

PEACESAT (Pan Pacific Education and Communication Experiments by Satellite) Project Early

Experience: The Design and Early Years of the First Educational Communication Satellite Experiment. Report 1.

Hawaii Univ., Honolulu.

Pub Date Oct 75

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Communication Satellites, Educational Innovation, *Educational Technology, *Global Approach, Information Systems, Social Problems, *Social Services, *Telecommunication

Identifiers—*Project PEACESAT

The PEACESAT Project (Pan Pacific Education and Communication Experiments by Satellite) has been in daily operation for four years since April 1971. Initiated as an individual research project of a university faculty member, it has expanded to involve educational institutions in 12 countries or jurisdictions in the Pacific Basin. These institutions own and operate low-cost satellite ground terminals using the experimental satellite ATS-1 of the U.S. National Aeronautics and Space Administration. The satellite communication system is designed to support specialists and community leaders who have responsibilities for resolving social problems by linking them with sources of useful information. This report, consisting of contributions from project personnel, and including recorded conversations, transcriptions of PEACESAT exchanges, and occasional reports from the personnel, attempts to provide an insight into the potential social benefits provided from a system of the type used in the PEACESAT experiment. The technical system of the experiment is also briefly explained. (LL)

ED 120 821

CS 501 226

Chandler, Daniel Ross

William Ellery Channing and Theodore Parker: A Study in Dialectical Enjoinment.

Pub Date 75

Note—16p.; Unpublished study prepared at Union Theological Seminary; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Clergymen, *Intellectual Development, Intellectual Experience, Mysticism, *Nineteenth Century Literature, *Philosophy, Religion, *Religious Conflict, Religious Cultural Groups, *Religious Organizations

Identifiers—Channing (William Ellery), Parker (Theodore), Transcendentalism, Unitarianism

This study discusses the preaching of William Ellery Channing and Theodore Parker as it contributed to the theological development of American intellectual life. Employing Cathcart's concept of "dialectical enjoinment," this study suggests that Channing and Parker exerted a restricted emphasis because communication with the larger ecclesiastical establishment was restricted and restrained. During the early nineteenth century, while pietistic revivalism emphasized personal subjective religious experience and scholastic orthodoxy formulated theological interest and content, Channing and Parker examined the relationship between individual experience and logical reason. Channing demanded and demonstrated freedom of thought and expression, contending that his theological and rhetorical purpose was the liberation of thinking from theological servitude. Parker became the prominent Transcendentalist preacher. The epistemology of Parker and Channing developed as a challenge to Unitarian trust in the sufficiency of reason as ultimate authority in theological speculation and the possibility of dialectical enjoinment was thereby diminished. (LL)

ED 120 822

CS 501 271

Greenhowe, Jean

Stage Costumes for Girls.

Pub Date 76

Note—95p.

Available from—Plays, Inc., Publishers, 8 Arlington St., Boston, Massachusetts 02116 (\$8.95 cloth)

Document Not Available from EDRS

Descriptors—Children, *Clothing Design, Elementary Education, Females, *Patternmaking, *Theater Arts

This book contains full instructions for making 14 costumes for girls to fit any sizes up to about 147 cm (4 feet 10 inches) in height. All the gar-

ments can be made to fit any child's individual measurements without the need of complicated pattern pieces. Simple basic shapes such as rectangles and circles are used for the patterns and the only dressmaking experience required is to be able to gather, sew seams, and turn hems. Fabrics are suggested for each of the 14 costumes and instructions are given for assembling all costume pieces, including shoes if special styles are needed. The costume styles are a Grecian costume, 5th century B.C.; a pedlar costume, 19th century; a bathing suit, c. 1880; a Spanish dress; a Puritan costume, c. 1655; an ancient Egyptian costume; a Japanese kimono; a 1920's evening dress; a Tutor costume, c. 1530; a Welsh costume; an Eastern costume; a Victorian evening dress, c. 1850; a Celtic queen's costume, c. A.D. 50; and an Empire costume, c. 1815. (MKM)

ED 120 823

CS 501 272

Gallagher, Kent G., Ed.

Drama Education Guidelines: A Curriculum Guideline for the Theatre Arts in Education in the State of Washington.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jan 72

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Acting, *Creative Dramatics, Curriculum Guides, *Drama, Elementary Secondary Education, *Production Techniques, Teacher Education, *Theater Arts

Identifiers—Washington

These guidelines represent an initial publication of curriculum guidelines for a total program in drama education for K-12. Five areas are discussed: reasons for education in the theatre arts; space and equipment requirements for teaching drama; drama education in the elementary schools; drama for the junior and senior high schools; and preparation for teachers of drama. The content of the curriculum revolves around the four major elements of the art of drama: acting, playmaking, designing-producing the plays, and audience. Activities are suggested for each grade level. At each grade, acting-audience elements, playmaking elements, and designing-producing elements are discussed. The secondary curriculum continues the study of drama as an art form and includes acting, producing, viewing, and studying drama in its sequence. (MKM)

ED 120 824

CS 501 273

Wilson, George P., Jr.

Directing Performers for the Cameras.

Pub Date 75

Note—69p.; Paper presented at the Annual Meeting of the University Film Association (Rochester, New York, August 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Drama, Dramatics, *Film Production, *Film Production Specialists, Higher Education, Media Specialists, Production Techniques, *Theater Arts, *Training

An excellent way for an undergraduate, novice director of television and film to pick up background experience in directing performers for cameras is by participating in nonbroadcast-film activities, such as theatre, dance, and variety acts, both as performer and as director. This document describes the varieties of activities, including creative, interpretive, and informative performances, in which the novice director should be involved. Topics discussed include: acting in drama, sketches, and commercials; interpretive reading—drama, poetry, fiction, and narration; presentation—eye-to-lens, demonstrational, and instructional TV; hosting: TV film, the director's media; theatre, the actor's medium; flexibility; director's decisions; delivery style; audiences; acting space; close-up shots; filming space; camera consciousness; TV drama; microphone consciousness; control room consciousness; studio environment; monitor feedback; floor directors; costume and makeup adjustments; and memory aids. (JM)

ED 120 825

CS 501 274

Matlon, Ronald J. Matlon, Irene R.

Index to Journals in Communication Studies through 1974.

Speech Communication Association, Falls Church, Va.

Pub Date 75

Note—368p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$6.75 nonmember, \$5.95 member)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—*Communication (Thought Transfer), Debate, Group Relations, *Indexes (Locators), Interpersonal Relationship, Interpretive Reading, *Mass Media, Periodicals, Public Speaking, Reference Materials, Rhetoric, *Scholarly Journals, Speech Handicapped, *Speech Instruction, Theater Arts

This index to the major communication journals published before 1975 contains a table of contents listing the primary articles in 13 journals, a subject index of those articles, and a contributors' index. The journals included are "The Quarterly Journal of Speech," "Speech Monographs," "The Speech Teacher," "Southern Speech Communication Journal," "Western Speech," "Central States Speech Journal," "Today's Speech," "ADASC Bulletin," "Philosophy and Rhetoric," "Journal of Communication," "Journalism Quarterly," "Journal of Broadcasting," and "Journal of the American Forensic Association." The major topics covered in the subject index are forensics, instructional development, interpersonal and small group communication, interpretation, mass communication, public address, rhetorical and communication theory, speech sciences, and theatre. (MKM)

ED 120 826

CS 501 275

Casimir, Fred L., Ed.

International and Intercultural Communication Annual, Volume 2.

Speech Communication Association, Falls Church, Va.

Pub Date Dec 75

Note—157p.; Pages 76 and 77 may not reproduce due to type size

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.50 nonmember, \$3.00 member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Biculturalism, *Communication (Thought Transfer), Cultural Awareness, *Cultural Interrelationships, Employer Employee Relationship, Ethnic Studies, *Industrial Relations, *Intergroup Relations, Literature Reviews, Organizations (Groups), *Sociolinguistics

Identifiers—Intercultural Communication, *International Communication

This second annual publication concerns the multidisciplinary topic of international and intercultural communication. The titles of the papers are "Implications of Cognitive Norms for the Study of Social Change;" "The Study of Communication Messages and the Conflict over Global Eco-patience;" "Language and Ethnicity in Intergroup Communication;" "Intercultural Communication Vistas: Description, Concept, and Theory;" "Research Methodology in Another Culture: Some Precautions;" "Perception of Self and Others: An Approach to Intercultural Communication;" "Implications of Intercultural Communication for Bilingual and Bicultural Education;" "The Multinational Business Organization: A Schema for the Training of Overseas Personnel in Communication;" "Minoritarianism and Ethnic Groups Communication;" "A Model for the Study of Intercultural Communication in Colleges and Universities of the United States;" "A Two-Week International Workshop in Cross-Cultural Counseling;" "Critical Review of Recent Literature;" and "Directory of Organizations Concerned with International/Intercultural Communication (Study, Teaching, Research, Practice, Sponsorship)." (MKM)

ED 120 827

CS 501 276

Kennicott, Patrick C., Ed.

Bibliographic Annual in Speech Communication, 1975: An Annual Volume Devoted to Maintaining a Record of Graduate Work in Speech Communication, Providing Abstracts of Doctoral Dissertations, and Making Available Subject Area Bibliographies.

Speech Communication Association, Falls Church, Va.

Pub Date 75

Note—251p.

Available from—SCA Business Office, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$8.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Abstracts, Bibliographies, *Communication (Thought Transfer), Cross Cultural Studies, Doctoral Theses, *Group Relations, Interpersonal Relationship, Interpretive Reading, *Mass Media, Public Speaking, *Rhetoric, Teaching Procedures, *Theater Arts
Identifiers—*Speech Communication

The contents of this volume are "Studies in Mass Communication: A Selected Bibliography, 1974" by Kenneth J. Ksobiech; "Behavioral Studies in Communication, 1974: A Selected Bibliography" by Dennis C. Alexander; "A Selected Bibliography of Rhetorical Studies, 1974" by Michael C. Leff; "A Selected Bibliography of Public Address, 1974" by Harold Mixon and Stephen Cooper; "Bibliography of Studies in Oral Interpretation, 1974" by James W. Carlsen; "A Bibliography of Theatrical Craftsmanship, 1974" by Christian Moe and Eelin Stewart-Harrison; "Abstracts of Doctoral Dissertations in the Field of Speech Communication, 1974" by Cal M. Logue; and "Graduate Theses and Dissertations in Speech Communication, 1974." (MKM)

ED 120 828 CS 501 277

Shelby, Annette N.
Southern Feminist Rhetoric: A Search for Its Roots.

Pub Date 76

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Civil Liberties, *Females, *Feminism, Freedom of Speech, History, Organizations (Groups), Public Speaking, *Rhetoric, Social Discrimination, *Southern Attitudes, Southern States, *United States History

This is a historical study of the emergence of feminist rhetoric in the South. Feminism in the United States is associated with the abolition movement for it was the disaffected delegates to the World Anti-Slavery Convention of 1840 who, after being refused participation in that conference because they were women, organized the Seneca Falls Conference in 1848, the first of a series of conventions from which gradually evolved the woman's rights movement in the United States. Southern women were reluctant to embrace such a movement identified with the abolition movement, and after the war reconstruction was a primary motive at first. The commitment to feminism of Southern women, initially relatively few in number, derived from their concern for the welfare of those who had traditionally been their responsibility. Through involvement in women's service clubs and WCTU, organizations which also provided respectability for the woman speaker, Southern women entered the political arena to support suffrage. Only through the political equality of the sexes could Southern women secure "the good" of society. Theirs was a rhetoric of justice—justice not so much for themselves as for those entrusted to their care. (MKM)

ED 120 829 CS 501 278

Hill, Timothy A.
The Relationship of Male and Female Deviance to Member Perceptions of Group Outcome.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, *Communication (Thought Transfer), *Group Discussion, *Group Relations, *Interpersonal Relationship, Personality Studies, Psychological Studies, Rapport, *Sex Differences, Sex Role, Social Attitudes

This study was designed to investigate the effects of male versus female deviants on the small discussion group. One hundred undergraduates were assigned to 25 discussion groups, with two male students and two female students in each group. They were presented with a decision-making task, which was presented to group members as an exercise in consensus. They were to reach a decision on which all members could agree as quickly as possible. Ten groups were male deviant groups, ten were female deviant groups, and five were control groups. In the deviant conditions, one person was selected to receive instructions informing them that they should prevent the group from reaching a consensus. Response by group members on post-discussion questionnaires were analyzed to determine the influence of male

and female deviants on four dependent variables: group cohesiveness, consensus, member satisfaction, and feelings of disruption. The results of the study supported the theory that consistently deviant behavior will negatively affect a group's ability to reach consensus and its internal sense of cohesiveness. However, female deviant behavior affected these goals less negatively than male deviant behavior. The findings relating male and female deviance to member satisfaction and feelings of disruption are inconclusive. (MKM)

ED 120 830 CS 501 279

Timmis, John H., III
A Description of What Charles Sanders Peirce Meant by Truth and an Application of His Doctrine of Truth to Rhetorical Theory.

Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), Higher Education, *Rhetoric, Rhetorical Criticism, *Speech, *Theories
Identifiers—*Peirce (Charles Sanders), Truth

This paper investigated the doctrine of truth of the pragmatic philosopher C.S. Peirce. The ontological and epistemological bases of the doctrine are described, and the status of truth, reality, investigation, and belief are drawn from these bases. The results indicate that Peirce's doctrine could be productively related to rhetorical theory, especially "inventio," and in the end the rhetor would account for the truth of his or her propositions, as well as their persuasive efficacy. Consequently, communication and rhetorical theory would give equal epistemological and ethical emphasis to the search for truth, and the search for the means of communication or persuasion. (Author/TS)

ED 120 831 CS 501 280

Lucaites, John Louis
Lenny Bruce: A Rhetoric of Social Criticism.

Pub Date 76

Note—17p.; Paper presented at the Annual Meeting of the Southern States Speech Association (San Antonio, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought Transfer), *Rhetoric, *Rhetorical Criticism, *Social Action, *Social Attitudes
Identifiers—*Bruce (Lenny)

The premise of this paper is that a rhetorical analysis of Lenny Bruce's invective will help in understanding the cultural impact that he has had on twentieth century America. In evaluating his rhetoric in relationship to the audience to which he was preaching, both his rejection and acceptance are found to flow from the same point—an image of someone who was making a wholesale assault, as opposed to a piecemeal reformist modification, on the status quo. His rhetorical stance, the use of his life as the defining principle for freedom and morality, as well as his sarcastic and moralistic vituperation, account for his following in the youth counter-culture of the 1960's. An analysis of Bruce's rhetorical approach notes the fulfillment of the three criteria presented at the beginning of the paper: being, knowing, and doing. The language and structure that his routines took functionally evolved from knowing the needs and responses of his audience and from knowing what had to be done to satisfy that desire. (MKM)

ED 120 832 CS 501 281

Thomas, David A.
The Swing to Systems Analysis: A Revolution in Debate Judging Standards?

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Debate, Evaluation, Higher Education, Persuasive Discourse, Secondary Education, *Systems Analysis, Systems Approach, Systems Concepts

A new debate strategy which may be used in judging academic debates is the application of policy systems analysis. In the policy systems analysis approach, the negative team must advocate a policy system just as the affirmative team does, providing a comparison for the debate judge. The major difference between systems analysis and traditional debate analysis is the role played by the judge—either policy chooser or

hypothesis tester—whose decision related to the issues of presumption, inherency, and significance must be influenced by the underlying tenets of policy systems analysis. Thus, the decision is based on more than the traditional stock issues which lead to either acceptance or rejection of the resolution. This approach, still an innovation, needs more research, more thought, more use, and more exchange at conventions and in journals. (JM)

ED 120 833 CS 501 282

Jain, Nemi C.
Communication Correlates of Opinion Leadership of Professionals in a Research Dissemination Organization.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 1-3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought Transfer), Educational Research, Higher Education, Information Dissemination, *Information Seeking, *Leadership, *Opinions, *Organizational Communication

The relationship between opinion leadership and certain characteristics of professionals performing linking roles in a research dissemination organization—the state Cooperative Extension Service of a land-grant university—were examined in this study. Five hypotheses were tested. The data were collected from a sample of 50 faculty members from seven academic departments of the university by personal interviews using a highly structured interview schedule and several self-administered instruments. All five hypotheses were confirmed. This study showed that the opinion leadership of professional linkers was positively related to their degree of information seeking both from within and outside the organization. (RB)

ED 120 834 CS 501 283

Krivonos, Paul D.
A Brief Background of the ICA (International Communication Association) Audit.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, Washington, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Business, Feedback, *Information Networks, Organizational Climate, *Organizational Communication, *Organizational Effectiveness

Identifiers—*Communication Audit, ICA, International Communication Association

This paper examines the International Communication Association (ICA) audit, the aim of which is to establish an integrated communication audit system and a multimethod approach to the auditing of the communication of an organization. Many of an organization's communication variables and concepts are examined so that strengths and weaknesses in the system of communication can be identified. The benefits the clients of the ICA audit will gain are: a better understanding of the nature of their communication as they fit into a broader system instead of working in isolation; and maps of the operational communication network. The audit would allow for the improvement of the academic scholarship concerning organizational communication on both theoretical and practical levels. The audit typically takes five to six months from the initial contact with the client organization to the presentation of the final report, with the actual administration of the audit taking about four months. The background, rationale, and history of the development of the ICA audit since 1964 are discussed. (TS)

ED 120 835 CS 501 284

Surlin, Stuart H. Cooper, Charles F.
"The Jeffersons" and Their Racially Integrated Neighbors: Who Watches and Who Is Offended?

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiences, *Communication (Thought Transfer), *Programming (Broadcast), *Racial Differences, *Racial Integration, *Role

Perception, Self Concept, Social Integration, Television Research. *Television Viewing Identifiers—All in the Family, *Jeffersons

This research examined viewer reaction to the television program "The Jeffersons" in order to study differences between racial groups in exposure to the program, its perceived entertainment value, and the degree to which the characters portrayed reveal "real" behavior. Viewer reaction to the racially integrated married couple portrayed as neighbors to the recently moved Jeffersons in their new upper-middle class apartment in Manhattan is also explored. A telephone survey of 309 persons was conducted in Athens, Georgia. The objective of the sampling was to include as many middle-class blacks and lower-class whites as possible since racial and social class were of interest. As hypothesized, Blacks viewed "The Jeffersons" more than whites, found the show more entertaining, and felt that it projected reality to a greater degree than did whites. Viewing was more highly associated with entertainment value than perceived reality. The racially integrated couple was least offensive to black viewers. Those interviewed were also asked whether they agreed with the views of "All in the Family's" Archie Bunker. Race was not a viable predictor of agreeing with Archie, although similarity in social class, age, and authoritarianism were. (MKM)

ED 120 836 CS 501 285

Daly, John A. Lashbrook, William B. Vocal Activity, Time Pressure and Interpersonal Judgments.

Pub Date 76

Note—40p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Group Discussion, *Groups, Individual Power, *Interpersonal Relationship, Listening, *Oral Communication, *Pressure, Speaking, *Time, Verbal Communication

This study examined the effects of differential time pressures on small group members' rankings of one another based on vocal activity. Vocal activity was operationalized as observed frequency of interaction. Time pressure was manipulated by allowing either six minutes or no time limit on a group problem-solving task. Main effects were hypothesized for vocal activity on all interpersonal judgments. These judgments were perceived competence; composure; extroversion; sociability; task; physical, and social attraction; attitude; value; appearance and background homophily; heterophily; power; listening; understanding; and quality of communication. In addition, it was hypothesized that the relationship between time and vocal activity would significantly affect interpersonal ratings. Utilizing two definitions of high and low vocal activity, hypothesized effects were found for power, quality, extroversion, value, appearance, and attitude homophily. Corollary hypotheses concerning time pressure and judgments were supported for social attraction, value, and appearance homophily. (Author)

ED 120 837 CS 501 286

Allen, Winfred G., Jr., Ed.

Freedom of Speech Newsletter, February 1976.

Western Speech Communication Association.

Pub Date Feb 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Freedom, Civil Liberties, *Communication (Thought Transfer), Cultural Awareness, Federal Legislation, Feminism, *Freedom of Speech, *Homosexuality, Legislation, *Professional Associations, Rhetoric, Scholarly Journals, Sex Discrimination, Sociocultural Patterns

Identifiers—Douglas (William O)

The "Freedom of Speech Newsletter" is the communication medium, published four times each academic year, of the Freedom of Speech Interest Group, Western Speech Communication Association. Articles included in this issue are "What Is Academic Freedom For?" by Ralph Ross, "A Sociology of Free Speech" by Ray Heidt, "A Queer Interpretation to the First Amendment: 'Homosexual' Acts Between Consenting Adults" by Sally Miller Gearhart, and

"The Climate of Communication" by Herman Cohen. Also included are minutes of the November convention meeting and the text of a resolution commending Justice William O. Douglas, which was submitted to the S.C.A. Resolutions Committee, December 1975, by the chairman of the Commission on Freedom of Speech. (MKM)

ED 120 838 95 CS 501 287

Smith, Robert Rutherford

Beyond the Wasteland: The Criticism of Broadcasting.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 76

Contract—400-75-0029

Note—112p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.50 nonmember, \$3.00 member)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Analytical Criticism, *Broadcast Industry, Cable Television, Cultural Awareness, Higher Education, Mass Media, *Programming (Broadcast), *Radio, Social Values, *Television, Television Viewing

Identifiers—Broadcast Journalism

This book on television and radio criticism is intended to encourage viewers to listen and view the broadcast media more critically. The first part of the book is concerned with the process of criticizing broadcast programs. This part of the book considers criticism as a way of knowing, the varieties of criticism, two critical approaches—the mythological and the public policy oriented—and looks at criteria that have been used by some critics in the past. The second part of the book deals with issues in the broadcast industry. Among these are broadcast journalism, the planning and evaluation of cable and pay-cable television services, and the social effects of broadcasting. (RB)

ED 120 839 95 CS 501 288

Huber, Robert B.

ERIC First Analysis: 1976-77 National High School Debate Resolutions (How Can the Criminal Justice System in the United States Best Be Improved?)

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Apr 76

Contract—400-75-0029

Note—68p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Communication (Thought Transfer), *Criminal Law, *Debate, *Justice, *Problem Solving, Resource Materials, Secondary Education, *Speech

Identifiers—*National High School Debate Resolutions (1976 77)

The goal of this booklet is to assist debaters in developing problem-solving skills as represented in the 1976-77 debate topic: How can the criminal justice system in the United States best be improved? The sections of this document focus on the need for criminal justice reform; procedural steps in the criminal justice system; discussing or debating penal reform; lack of uniform codes; and gun control. The sections are geared toward the 1976-77 discussion questions and debate propositions. Such topics are discussed as police detention, prosecution, adjudication, procedures in the Department of Corrections, victimless crimes and prison population, need for new standards, pretrial delay, quality of probation and parole officers, mandatory sentences, and prisoner's rights. A lengthy reading list related to the debate topic is also included. (TS)

ED 120 840 CS 501 289

Stapleton, John

Communication Policies in Ireland.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—73p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (\$3.95)

Document Not Available from EDRS

Descriptors—*Communications, Cultural Factors, *Mass Media, *Policy, Policy Formation, *Professional Occupations, *Public Policy, Social Opportunities, Socioeconomic Background

Identifiers—Ireland

Communication policies emanate from political ideologies, the social and economic conditions of a country, and the values on which they are based, and strive to relate these to the real needs for and the prospective opportunities in communication. In this study, one of a series undertaken as part of a UNESCO program, an attempt was made to follow a structural pattern and method of approach agreed on between national institutions to facilitate comparison among countries. The contents of the booklet focus on: the idea of communication policy, the system of mass communication within the socioeconomic and cultural structures of the Republic of Ireland, public policy, policies of the mass media, communication professions, social participation, and communication trends in the country. Appendices provide material on the socioeconomic and cultural background of the Republic of Ireland and on the mass media in this Republic. (JM)

ED 120 841 CS 501 290

Miller, Larry D.

Dyadic Perception of Communicator Style: Replication, Confirmation, and Theory.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the Interpersonal Communication Division of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Behavior Patterns, *Communication (Thought Transfer), Educational Research, Higher Education, *Human Relations, *Interpersonal Relationship, *Measurement Instruments, Research Methodology, Social Relations

Identifiers—Communicator Style Measurement, CSM, *Dyadic Communication

An experiment was designed to replicate and confirm previous research findings which suggest that the way persons communicate is related to their perceptions of communication behavior. The experiment was successful. Subjects with low Communicator Style Measure (CSM) scores do not report perceiving a significant difference. Three raters evaluated the video taped interactions and confirm that a significant difference exists between the way in which low and high CSM scorers communicate. Two potential explanations are posited and discussed: social desirability and perceptual deficiency. Lastly, the rudimentary elements of a theory of communicator style are reviewed and recommendations for research offered. (Author/RB)

ED 120 842 CS 501 291

Brownell, Judith

Interrelationships Between Mass and Interpersonal Communication.

Pub Date 76

Note—30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, March 28-30, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Curriculum, *Communication (Thought Transfer), Communications, *Curriculum Design, Educational Research, Higher Education, *Interpersonal Relationship, *Mass Media

Academic departmentalization, especially at the undergraduate level, can result in the isolation of subject areas. The two purposes of this paper are to make a case for the interrelationships between mass and interpersonal communication becoming an integral aspect of mass media study, and to stress the importance of presenting this material in such a way that it will be useful to students and applicable by them outside of the classroom. Eight of the most obvious interrelationships between departments within the college curriculum are examined, and a framework for further research which takes as its major emphasis the premise that each medium has unique

characteristics which must be acknowledged when discussing the mass-interpersonal process are provided. Graphs and tables provide additional information. (RB)

ED 120 843 CS 501 292
Flory, Joyce
Strategies for Teaching Advertising: A Summary.
 Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Business Communication, Higher Education, Information Dissemination, *Management Systems, *Organizational Communication, Propaganda, *Publicize, Public Relations, Secondary Education, Speech Curriculum, *Teaching Methods

This paper offers techniques and strategies which high school and college teachers of speech communication can use for teaching units and/or courses in advertising. One such technique is role playing, which can involve the corporate chairperson, the executive coordinator, and chairpersons for magazine advertising, outdoor advertising, broadcast advertising, and direct mail. The paper also explores facets of advertising which instructors should cover, such as the application of principles of organization communication, technical aspects of advertising, evaluation of specific techniques, audiences, legal perspectives, the development of criteria for evaluation of advertising, and the formulation of recommendations for change. A bibliography of resources on the technical aspects of advertising is included. (JM)

ED 120 844 CS 501 293
Proceedings of the Censorship Conference of the National Ad Hoc Committee Against Censorship (Dec. 9, 1975, New York City); A Day Long Discussion of Three Threats to the First Amendment and How Organizations Can Respond.
 National Ad Hoc Committee Against Censorship, New York, N.Y.
 Pub Date 75

Note—55p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Freedom, *Censorship, *Conference Reports, Freedom of Speech
 Identifiers—*First Amendment

The contents of this document consist of a transcript of the 1975 Censorship Conference proceedings, a list of conference participants, an outline of the National Ad Hoc Committee against Censorship, a statement of concern, and three appendices. Contents of the transcript include introductory remarks by William F. Fore; a welcoming address by Dave Randolph, pastor of the church in which the meeting was held; "Censoring 'Obscenity'" presented by Franklin S. Haiman; "Textbook Censorship," a role play of an open school board meeting presented by representatives of the American Library Association; a reading by Melvin Douglas from "Inherit the Wind" to commemorate the fiftieth anniversary of the Scopes trial; "Government Secrecy—Two Views and a Question Period" presented by Morton H. Halperin and Frank N. Trager; and closing remarks by William F. Fore. (JM)

ED 120 845 CS 501 295
PEACESAT [Pan Pacific Education and Communication Experiments by Satellite] Project Social Applications: Early Uses of International Two-Way Communications by Satellite for Social Development. Report 2.
 Hawaii Univ., Honolulu.
 Pub Date Oct 75

Note—75p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Communication (Thought Transfer), *Communications, *Communication Satellites, Educational Innovation, Health Services, Higher Education, *Information Systems, Social Problems, *Social Services, *Telecommunication

Identifiers—*Project PEACESAT
 The PEACESAT Project (Pan-Pacific Education and Communication Experiments by Satellite) is an international education experiment involving institutions in 12 nations of the Pacific basin. Begun in 1969 and in full operation since 1971, the project experiments with the application of communications technology and new

methods of operation especially designed for health, education, and community services. This report describes the social applications of PEACESAT. Some of the applications include intercultural exchange, dissemination information for agriculture, teaching law by satellite, solving community problems, and anticipating potential medical and health problems. Guidelines for using the system are included along with a chronology of the project. (RB)

ED 120 846 CS 501 296
PEACESAT [Pan Pacific Education and Communication Experiments by Satellite] Project Networks: Using Satellite Communication Networks to Improve Social Conditions. Report 3.
 Hawaii Univ., Honolulu.
 Pub Date Nov 75

Note—79p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Communication (Thought Transfer), *Communications, *Communication Satellites, Higher Education, *Information Networks, *Information Systems, Social Services, *Telecommunication

Identifiers—*Project PEACESAT
 The PEACESAT Project (Pan-Pacific Education and Communication Experiments by Satellite) is an international educational experiment involving institutions in 12 nations of the Pacific basin. Begun in 1969 and in full operation since 1971, the network is designed to increase interaction among societies and to bring about social development. This report describes the network-wide applications of PEACESAT. The network is designed for medical news, education, science, community, library, and national information exchange within the 12 nations participating in PEACESAT. The report concludes with a brief description of a PEACESAT users' conference and a chronology of the project. (RB)

ED 120 847 CS 501 297
Bystrom, J. W.
The Application of Satellites to Interactive Service Support Communication.
 Pub Date 75

Note—19p.; Reprint from the Proceedings of the Royal Society of London, Volume A, 1975, p 493-510

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Communication (Thought Transfer), *Communications, *Communication Satellites, Educational Innovation, *Educational Technology, Higher Education, Information Dissemination, Information Networks, *Information Systems, *Telecommunication

Identifiers—*Project PEACESAT
 PEACESAT (Pan-Pacific Education and Communication Experiment by Satellite) is a demonstration project initiated in 1971. Its objective is to study the benefits arising from direct conference communications between groups with common interests in widely separated nations of the Pacific. Cooperating institutions are linked by low cost, self-contained radio terminals and a communication satellite relay. Each station is able to communicate simply and easily with all others and send and receive voice and facsimile signals. Teletype and slow scan television experiments are also planned. This experimental network is available for use by persons and institutions engaged in research, education, health, and other community services. (Author)

ED 120 848 CS 501 298
Witkin, Belle Ruth
Communication Strategies in Public Policy Decision Making: An Analysis of Processes in Major Needs Assessment Models from a Systems Point of View.
 Pub Date 75

Note—33p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Communication (Thought Transfer), *Educational Accountability, *Educational Assessment, Higher Education, *Models, *Needs Assessment, *Public Policy, Student Needs, *Systems Analysis

The role of communication processes and strategies in needs assessment models and changes that have taken place in communication networks as a concomitant in school-community interaction is discussed in this paper. Federal and state legislatures and local communities have

required that school districts document their needs and provide a rationale for the ways in which they spend their funds. As a consequence, a number of needs assessment models and data gathering instruments and procedures have emerged. The purpose of these models is to gather data for decision making, specifically for setting priorities for allocation of funds and for short- and long-range planning. The success of the needs assessment often depends almost entirely upon the effectiveness of the communication processes. Although there have been many published reports of needs assessments, including descriptions of methods used and results obtained, there have been very few critical or evaluative studies. (RB)

ED 120 849 CS 501 299
Stupp, Vicki O'Donnell
Analysis of Film.
 Pub Date 75

Note—10p.; Reprint from "Communicating Through Literature" by William E. Stupp, published by Kendall/Hunt Publishing Co., pp. 320-26; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Aesthetic Education, *Audience Participation, *Audiovisual Communication, Communication (Thought Transfer), *Emotional Response, *Films, *Film Study, Production Techniques, Symbolism, Symbols (Literary), Visual Literacy

In order to understand the communicative interaction of film, it is necessary to carefully analyze the special qualities of film as a visual medium, to understand the elements of audience identification with what happens in the film, and to interpret the use of symbolism that enables an audience to derive meaning from it. Among the special qualities of film discussed are: the frame, composition within the frame, the shot, sequence of shots, camera angle, and lighting. Values, attitudes, group affiliation, and human needs are considered in relation to audience identification with film. The importance of personal experience as it relates to filmic identification is also considered, as well as the effect of symbolism and archetypal imagery on audience perception. (LL)

ED 120 850 CS 501 300
Ulrich, Walter
Recent Changes in the Nature of Inherency.
 Pub Date 76

Note—14p.; Paper presented at the Annual Meeting of the Central States Speech Convention (Chicago, April 1-3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Changing Attitudes, Communication (Thought Transfer), *Debate, Public Speaking, *Speech

Identifiers—Forensics, *Inherency

This paper examines changes that have occurred concerning the nature of inherency, in order to establish a better framework with which to evaluate the nature of the concept. Four changes are examined: the trend toward similar positions taken by affirmative and negative teams; the development of new types of inherency positions; growing differences in the views participants in debate have of inherency; and the introduction of new strategic responses to the problem of inherency. It is concluded that these trends make it difficult and sometimes impossible for a negative team to win total inherency. This limitation of inherency requires negative teams to view inherency as only one issue in a debate, although it may be an important issue, and to coordinate their stand on this one issue with their other positions to allow their position, at the end of the debate, to be the strongest position in the round. (TS)

ED 120 851 CS 501 301
Heun, Dick Heun, Linda

A Competency-Based Individualized Instruction Approach to the Basic Speech Communication Course; "Change" Magazine Undergraduate Teaching Project.

Northeast Missouri State Univ., Kirksville.
 Pub Date 75
 Note—73p.; Some pages may have poor reproducibility; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Behavioral Objectives, *Communication (Thought Transfer), Curriculum Guides,

Higher Education, *Individualized Instruction, *Performance Based Education, *Speech Education, Speech Skills

Identifiers—*Speech Communication

The course approach reported in this document provides an alternative method of attaining the departmentally-accepted general course goals for basic speech communication. This approach begins with the identification of the student's core communication competencies which, divided into component concepts and subskills, are stated as behavioral objectives and become the testing instruments for measuring the student's learning. The document contains a description of the project in relation to the undergraduate teaching program criteria; a project description; course syllabi, student work samples, and evaluation samples; a project evaluation; and letters of recommendation. (JM)

ED 120 852 CS 501 302

Measell, James S.

Whither Genre? (Or, Genre Withered?).

Pub Date 76

Note—11p.; Study prepared at Wayne State University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Analytical Criticism, Higher Education, Historical Criticism, *Literary Criticism, *Literary Genres, Literary History, *Rhetoric, *Rhetorical Criticism, Speeches

Recently, genre studies have become increasingly important in the area of rhetorical criticism. This method of analysis is based on the assumption that rhetorics vary situationally, like situations will produce like rhetorics, antecedent rhetorical events significantly affect the creative product, and analogy is more important than anomaly when assessing the relationship between two or more rhetorics. Subject areas most suited to the genre method are those in which seemingly separate rhetorical events culminate naturally into a single thematic strand. This type of analysis is actually not at odds with traditional ("single event") critical methods. Rather, as an outgrowth of traditional criticism, genre study is justified because it is most likely to promote the advancement of rhetorical criticism, cross cultural and historical lines, and illuminate the situationally similar strategies and tactics which produce rhetorics. (KS)

ED 120 853 CS 501 303

Heath, Robert L.

The On-Going Revolution: Rhetoric, Fantasy, and Vested Interest.

Pub Date 76

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, April 7-10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Civil Rights, Democratic Values, Feminism, Political Influences, *Revolution, *Revolutionary War (United States), *Rhetoric, *Rhetorical Criticism, Slavery, Social Change, *Social Values, United States History

Identifiers—Declaration of Independence, United States Constitution

The historical rhetoric, mythic heroes, and values of the American Revolution have become the justification for many other contemporary "revolutions." Collective movements advocating states' independence, the abolition of slavery, women's rights, civil rights, and so on, have manipulated the concept of heroic equality as it is embodied in the Constitution, Declaration of Independence, and other Revolutionary documents to conform to their own ideologies and self-interests. Thus, American values become part of an ongoing revolution in which old ideals are translated into new political attitudes and trends. (KS)

ED 120 854 CS 501 304

Ellmore, R. Terry

Some Publishing Opportunities in Broadcasting.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Chicago, March 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Broadcast Industry, *Broadcast Television, Directories, Journalism, *Periodicals, *Publications, *Radio, Telecommunication

Identifiers—*Publishing Opportunities

This compilation of broadcast journals and periodicals is a result of a questionnaire survey which attempted to determine the extent and nature of articles published by journals or periodicals which relate to radio and television broadcasting. The 109 responses, as well as the 19 returned by the post office and the 27 non-responses are listed by title. Included for 71 of the publications is a description of subject matter and requirements for submissions, and additional comments as received from the publisher or editor. (LL)

ED 120 855 CS 501 305

Hawkins, Robert Parker

The Dimensional Structure of Children's Perceptions of Television Reality.

Pub Date 76

Note—31p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Affective Behavior, Behavior Patterns, *Child Development, Children, *Cognitive Processes, *Social Values, Television, Television Research, *Television Viewing

Identifiers—*Reality

It was hypothesized that if perceived reality is an important factor in determining children's reactions to television, radical differences in the structure of perceived reality should lead to radical differences in its functioning as well. Questionnaires were answered by 153 children from first, third, and sixth grades in a suburban Wisconsin community and 33 children from a university nursery school in California. The research demonstrated that children's conceptions of television's reality are multi-dimensional. Therefore, instead of assuming that perceived reality acts and is acted on in only one way, future research must take this cognitive complexity into account. (RB)

ED 120 856 CS 501 306

LeValley, Guy G., Comp.

A Bibliography of Stage Lighting for the Dance.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, *Dance, *Lighting, *Stages, Theater Arts, Theaters

This bibliography lists 75 items—books, articles, research, and magazines—dealing with stage lighting for the dance. Most of the items have brief annotations. (JM)

ED 120 857 CS 501 307

Taylor, James A. And Others

Organizational Communication in Health Care Settings: A Selected Annotated Bibliography.

Pub Date 76

Note—72p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Annotated Bibliographies, Communication (Thought Transfer), Health Facilities, *Health Occupations, *Health Occupations Centers, *Organizational Communication, Organizational Development, *Policy

This annotated bibliography on health related subjects lists more than 300 items emphasizing the relationships between communication, occupational role, technology, organizational design, and institutional policy. Items are classified (and cross-indexed) according to the following variables: organizational design, policy, communication, sociological dimensions, social psychological, diagnosis, methodology, education, and books. Most of the items have been gathered into a library stored at Michigan State University. (JM)

ED 120 858 CS 501 308

Frye, Jerry K.

Teaching Strategies for a Course in Political Communication.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), Course Content, *Course Descriptions, Course Objectives, Higher Education,

*Political Issues, Political Science, *Politics, *Speech Curriculum, *Teaching Methods

This paper presents approaches and perspectives for anyone interested in designing university courses in the field of political communication. These include focusing on a single political figure or a single issue, focusing on a political genre, focusing on the mass media in relationship to political success, focusing on media exploitation, and focusing on a political campaign. Topics to be explored include the print media, electronic media, political communication techniques, and campaign issues. Several activities are delineated, including documenting evidence and pretending to be a speechwriter for a politician. (TS)

ED 120 859 CS 501 309

Ellingsworth, Huber W.

Conceptualizing Intercultural Communication.

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, Cultural Awareness, *Cultural Differences, *Cultural Interrelationships, *Cultural Traits, Higher Education

Identifiers—*Intercultural Communication

This paper contains a critical examination of how the intercultural communication field has evolved and how its future development might be planned. A variety of text and trade books, conference papers, research studies, and annotated bibliographies are examined in an attempt to discern general propositions on intercultural communication. It is concluded that there are at least five major propositions which underlie current thinking on intercultural communication. Each of the five propositions is examined in detail. (RB)

ED 120 860 CS 501 310

Becker, Lee B. Towers, Wayne M.

Attitudes Vs. Cognitions: Explaining Long-Term Watergate Effects.

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Ability, *Cognitive Development, Elections, *Mass Media, Media Research, *Political Attitudes, *Political Influences, Political Issues, Politics, *Public Opinion, State Surveys

Identifiers—*Watergate

The political scandals known as Watergate provided an unusual opportunity to study the importance of attitudinal and cognitive variables in media research. In order to assess the impact of Watergate during the months preceding the 1974 Congressional elections, 339 personal interviews were conducted during October with a probability sample of registered voters living in Syracuse, New York. Interviews focused on attitudinal reactions to Watergate, level of information about the scandal, and the voting behaviors and decisions regarding the state gubernatorial, U.S. Senatorial, and local Congressional elections. The long-term effects of Watergate were assessed in terms of changes in party affiliation, voter choice, changes in political interest, changes in political activity, and turnout. Results show interesting patterns of media effects on the two types of variables, with attitudinal variables affecting political decisions and activity. For cognitive variables, the evidence of continual impact is less convincing. Tables of findings are included. (JM)

ED 120 861 CS 501 311

Danowski, James

Environmental Uncertainty and Communication Network Complexity: A Cross-System, Cross-Cultural Test.

Pub Date 76

Note—40p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Science Research, Communication (Thought Transfer), Higher Education, Human Relations, *Information Dissemination, *Information Networks, *Models, *Organizational Communication, *Systems Analysis

An infographic model is proposed to account for the operation of systems within their information environments. Infographics is a communication paradigm used to indicate the clustering of information processing variables in communication systems. Four propositions concerning environmental uncertainty and internal communication network complexity, derived from the more extensive model, are tested at the group level of analysis in three different settings: a U.S. bank, two Korean villages, and a U.S. retirement community. Results show strong support across all three systems for the predicted positive relationship between openness and connectivity, and the predicted negative relationship between size and connectivity. The proposed relationships between zone size and connectivity and zone integration and connectivity receive mixed support. (Author)

ED 120 862 CS 501 312

Katz, Albert M.

The Theatre Student: Stage Violence.

Pub Date 76

Note—160p.

Available from—Richards Rosen Press, Incorporated, 29 East 21st Street, New York, New York 10010 (\$12.50 cloth)

Document Not Available from EDRS

Descriptors—*Acting, Drama, *Dramatics, *Theater Arts, *Training Techniques, *Violence

Identifiers—*Stage Violence, Wrestling

Stage violence is a complex art which, when conceived inventively, approached with professional care and respect, and practiced with patience and energy, can be the highlight of a scene or of an entire play. This book is designed for amateurs who have not had the benefit of formal training in stage violence. Chapters discuss falling (the foundation of violence); body and head blows (unarmed); wrestling and unarmed martial arts; knife handling; the use of weapons; the technique and application of swords for the stage; the use of weapons, shields, and armor in stage combat; and the nature and techniques of choreography. Photographs and drawings illustrate the text. (JM)

ED 120 863 CS 501 313

Lashbrook, Velma J.

The Application of Learning Theories to Communication Instruction.

Pub Date 76

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Cognitive Processes, *Communication (Thought Transfer), Educational Objectives, *Educational Theories, *Evaluation Criteria, Higher Education, *Learning Processes, Literature Reviews, Speech, Taxonomy, *Teaching Methods

Identifiers—*Speech Communication

This paper attempts to draw applications from major learning taxonomies and theories Bloom's taxonomy of educational objectives and Gagne's types of learning are considered in terms of their implications as diagnostic and evaluation criteria. Additionally, an attempt is made to operationalize these criteria behaviorally. Instructional strategies are drawn from Skinner's approach to operant learning, Bandura's psychological modeling, Bruner's approach to discovery learning, and Ausubel's conception of meaningful reception learning. These positions are viewed as complementary and integratable approaches to communication instruction. (Author/RB)

ED 120 864 CS 501 314

Hofstetter, C. Richard Buss, Terry F.

Some Concerns in Evaluating News Coverage: The Case of Biased Reporting of Political Events.

Pub Date 76

Note—58p.; Paper presented at the Annual Meeting of the International Communications Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Bias, Higher Education, Mass Media, Media Research, *News Media, *News Reporting, *Political Issues, Politics, Press Opinion, *Television, Television Research

This paper presents a conceptual analysis of bias and outlines the complexity and subtlety of the questions engulfing bias by sorting out views of bias that have been implicit in debates about

the media, assessing the scientific value of these competing views in identifying and understanding bias in the media, offering an alternative view which is more useful in scientific investigation, suggesting where and under what conditions bias might be likely to occur in the mass media, providing some analytic concerns of news reports using the conceptual and theoretical framework that is developed, and suggesting some implications and consequences that politically biased media may hold for American society. Much of the analysis, intended to represent results which are general, concerns bias in television news coverage, although other media are mentioned as appropriate. A list of references is included. (JM)

ED 120 865 CS 501 315

Leathers, Dale G.

Nonverbal Communication Systems.

Pub Date 76

Note—266p.

Available from—Allyn and Bacon, Incorporated, 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$6.95 paper)

Document Not Available from EDRS

Descriptors—Body Language, *Communication (Thought Transfer), *Communication Skills, Course Content, Higher Education, *Information Systems, Information Theory, Manual Communication, *Nonverbal Communication, Student Participation, Verbal Communication

This book was designed to meet five specific criteria which allow development of a course parallel to the treatment of the book's subject matter, active student involvement in testing and developing their own nonverbal communication capacities, delineation and analysis of the functional capacity of different nonverbal communication systems, an integrated treatment of the functional relationships between and among the nonverbal communication systems and of the interaction of these systems with verbal systems, and intensive examination of nonverbal communication behaviors through extensive and creative illustrations. Chapters in the book cover the study of nonverbal communication; the kinesic communication system, proximate and urban environments; the artificial, vocalic, tactile, olfactory, and telepathic communication systems; observing, classifying, and measuring the quality of nonverbal communication; and nonverbal and verbal communication systems. A bibliography and author and subject indexes conclude the book. (JM)

ED 120 866 CS 501 316

Lanigan, Richard L.

The Speech Discipline in Crisis - - A Cause for Hope.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the Illinois Speech and Theatre Association (St. Louis, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought Transfer), Educational Objectives, *Educational Philosophy, Educational Problems, Higher Education, Interdisciplinary Approach, *Process Education, *Speech, Theories

Identifiers—*Speech Communication

Speech communication is a distinct discipline, but one in a healthy state of conflict between theory and practice. The crisis in the speech discipline (and in academic generally) exists because speech does not present itself as a consumable value; quality program decisions are not made; speech is often conceived as only one subject matter; general motivation is not always provided, that is, academics are seldom part of the real-world speech process; and few academics have a spontaneous answer to the question, "What do you teach?" Speech does not claim to alter the conditions of life, rather, it seeks to enhance the quality of the life we already have. As such, the best argument for the value of the speech discipline states that speech is not a product, but total human communication is a valuable goal; speech is not just one rational process, but the ability to integrate reason, emotion, and expectations; speech is not just the art of speaking well, but also the art of listening; and speech teaches human beings how to effectively cope with each other and their world. (KS)

ED 120 867 CS 501 317

Avery, Robert K. And Others

A Demographic Profile of Talk Radio's Call-In Listener.

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Chicago, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audience Participation, Audiences, Communication (Thought Transfer), *Demography, *Listening Habits, Programming (Broadcast), *Radio

Identifiers—*Talk Shows

This paper, representing the first part of a multifaceted study designed to examine the communicative role of a two-way talk radio station, provides a demographic profile of listeners during a one-week period. Data was collected in Salt Lake City during the spring of 1975. Each broadcast day was tape recorded from the beginning talk show until the concluding talk show, affording six hosts of distinctive personality types during the week-day period. Data from weekend hosts were grouped together, providing a separate category. Results of the study showed that talk host type is the single most important variable in motivating listeners to participate, that the demographic characteristics of the caller tend to interact with the talk host type, that the average call-in listener tunes in the station every day, and that talk radio provides different functions for different people. Tables of findings illustrate the text. (JM)

ED 120 868 CS 501 318

Frye, Jerry K.

Using Television Commercials as an Instructional Strategy to Teach Persuasion.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiences, Commercial Television, Communication (Thought Transfer), Mass Media, *Persuasive Discourse, *Publicize, *Teaching Methods, Television, *Television Commercials, Television Research, *Television Viewing

This paper discusses the use of television commercials as instructional aids in the teaching of persuasion. Utilizing commercials in considering the exploitation of women is recommended. The triadic relationship of advertisers, programmers, and audiences is discussed. Television commercials as instructional innovations are advocated for the following reasons: they are carefully designed and produced; by using currently produced commercials, the communication teacher's unit will have inherent relevancy for the modern student; television commercials can be obtained at little or no cost through television stations or by video-taping; they lend themselves to macroscopic and microscopic analysis due to their short length; and a number of specific approaches can be utilized in illustrating persuasive techniques. (LL)

ED 120 869 CS 501 319

Williams, Wenmouth, Jr. Larsen, David

The Agenda-Setting Function of the Mass Media in a Signal Starved Market.

Pub Date 76

Note—46p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Attitudes, Audiences, Community Problems, *Elections, *Mass Media, Media Research, Media Selection, *Personal Values, Political Influences, *Public Opinion, World Problems

Identifiers—*Agenda Setting

The purpose of this research was to determine if the media set personal agendas during off-year elections. The market for the study was a twin-city area in central Illinois (Bloomington-Normal) which contained few sources of information concerning local, national, and international problems. The survey questionnaire was compiled from questions previously used in research on agenda-setting functions of the media. Personal agendas from the 354 respondents completing the questionnaire and the media surveyed for the study were used to establish nine categories of local problems and seven categories of national problems. Results showed that data were heavily affected by general concern for the economy. Data also showed that the media were effective for setting personal agendas, with newspapers responsible for setting local personal agendas. (JM)

ED 120 870 CS 501 320

Valentine, K. B.
Twenty Questions to the Puzzle of Meaning in Literature for the Oral Interpreter.

Pub Date 75
 Note—50p.; Study prepared at the University of Kentucky

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Content Reading, Critical Reading, Higher Education, *Interpretive Reading, *Literary Analysis, *Literature Appreciation, *Reading Comprehension, Secondary Education, *Teaching Methods

In order to help students in oral interpretation or English classes comprehend the literature they read, this document outlines a question-answer-rehearse procedure which resolves the paradox of understanding before they perform a text. The twenty questions, formulated to provide a solid foundation for later explication and deeper study, are stated briefly for teacher overview. In the section written to students, the questions are restated in complete form with suggested explanations for each question. The document concludes with a glossary of literary terms and an analysis of a poem by Emily Dickinson using these twenty questions. (JM)

ED 120 871 CS 501 321

Moore, Meredith
Communication in Law Enforcement.

Pub Date 75
 Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), *Communication Skills, Higher Education, *Law Enforcement, Oral Communication, *Police Action, *Teaching Methods, *Training Techniques, Verbal Communication Identifiers—*Special Weapons and Tactics Squad, SWAT

This paper is a report of a training session conducted for a Special Weapons and Tactics Squad (SWAT Squad). SWAT Squad is a unit of police officers who are specially trained to handle situations involving armed and barricaded suspects. The goal was to better prepare the officers to talk with the suspects. The SWAT commander argued that ninety percent of all armed and barricaded situations could be resolved without gunfire if verbal contact could be established with the suspect. A training session was developed incorporating interviewing skills and crisis intervention materials in an effort to increase the officer's ability to establish and maintain verbal contact. The session is evaluated, SWAT communication problems are itemized, and recommendations for future training are made. (Author)

ED 120 872 CS 501 322

Waaser, Carol
The Theatre Student: Sound and Music for the Theatre.

Pub Date 76
 Note—128p.
 Available from—Richards Rosen Press, Incorporated, 29 East 21st Street, New York, New York 10010 (\$12.50 cloth)

Document Not Available from EDRS

Descriptors—Acoustical Environment, *Acoustics, *Musical Composition, *Music Techniques, Phonotape Recordings, Production Techniques, Psychoacoustics, *Sound Effects, Sound Tracks, *Theater Arts

The contents of this book, which explains the techniques of sound engineering, sound design, and composition for the theatre, are compiled for the theatre student who knows very little about sound. Topics of chapters are acoustics, systems, equipment, sound for a theatrical production, recording and editing techniques, composing and creating sound effects, music in the theatre, and psychoacoustics. The explanations of acoustics, psychoacoustics, and the scientific principles of equipment are basic. Students are thus encouraged to do additional studies in these subjects and to be creative and experimental, channeling their creative energies into a production situation rather than a theoretical project. (JM)

ED 120 873 CS 501 323

Kane, Peter E., Ed.
Free Speech. No. 38.

Speech Communication Association, Falls Church, Va. Commission on Freedom of Speech.
 Pub Date May 76

Note—15p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Censorship, Commercial Television, *Freedom of Speech, *Journalism, Newsletters, *Newspapers, *Speech, Supreme Court Litigation

Identifiers—Broadcast Journalism, First Amendment, *Schorr (Daniel)

This issue of "Free Speech" contains the following articles: "Daniel Schorr Relieved of Reporting Duties" by Laurence Stern, "The Sellout at CBS" by Michael Harrington, "Defending Dan Schorr" by Tome Wicker, "Speech to the Washington Press Club, February 25, 1976" by Daniel Schorr, "Funds Voted For Schorr Inquiry" by Richard Lyons, "Erosion of the First Amendment: Freedom of Speech and the Nixon Court" by Peter Kane, and "Pretrial 'Gag' Seen Justified at Times" by John MacKenzie. This issue also includes announcements from the Freedom of Speech Commission. (TS)

ED 120 874 CS 501 324

Conville, Richard L.

Teaching to Communicate: The Social Psychological Problem.

Pub Date 76
 Note—18p.; Not available in hard copy to marginal legibility of original document; Study done at the University of Massachusetts

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Behavioral Science Research, *Communication (Thought Transfer), *Grade Prediction, *Grading, Higher Education, *Research Methodology, Speech, Theories

There are two problems with the research on the prediction of achievement in applied communication courses: substantial predictor variables have not been isolated; and theoretical explanation of results have not been developed. The present investigation developed an achievement hypothesis based on similarity-attraction theory. It was predicted that instructors would give the better grades to students more similar to them on an experienced-inexperienced dimension. Students and their instructors in the applied communication course at the University of Massachusetts—Amherst participated. The prediction was confirmed for faculty but not for graduate teaching assistants. Application was made to instructor training programs, and social conflict theory was presented as a more useful paradigm than similarity-attraction for future research. (Author/RB)

ED 120 875 CS 501 325

Ostman, Ronald E.

Testing the "Afghanistanism" Hypothesis: The Canadian Broadcasting Corporation News.

Pub Date 76
 Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Broadcast Industry, Communication (Thought Transfer), *Content Analysis, Higher Education, Journalism, News Media, *News Reporting, *Radio

Identifiers—*Afghanistanism, *Canadian Broadcasting Corporation

Given that the Canadian Broadcasting Corporation (CBC) seems to stress national identity and the importance of developing Canadian perspectives on world events, this study examines whether the CBC practices "Afghanistanism," i.e., the tendency to be more critical when reporting, reviewing, or commenting on news events and personalities in foreign nations than when reporting upon national matters. Twelve government-subsidized, half hour radio news programs produced by the CBC entitled "The World at Six" were tape recorded for content analysis. Coders then evaluated each discrete item of the newscasts, finding a total of 156 news items for the analysis that followed. The data tend to support the contention that the CBC practices "Afghanistanism" in its radio news reporting, although limitations of sample and method of analysis urge caution in accepting these findings without further investigation. (Author/RB)

ED 120 876 CS 501 326

Barney, Ralph D.

Contact and Cultural Sensitivity: A Limited Exercise in Attempting to Identify Predictors.

Pub Date 76
 Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought Transfer), Cross Cultural Studies, *Cultural Awareness, Cultural Education, Cultural Factors, Intercultural Programs, Nonverbal Communication, *Predictor Variables, *Religious Factors, *Speech

Identifiers—*Intercultural Communication, Religious Communication

This study was designed to investigate the interactive effectiveness of young missionaries of the Church of Latter-day Saints among Chinese in Taiwan. The study hypothesized that aliens will not demonstrate more sensitivity to the host culture, as measured by their reactions to cultural questions, as they spend more time in the culture, or that sensitivity is not related to contact. The basic data for the study was provided by a sampling of 40 Chinese in Taiwan who sorted a Q-deck of 71 cultural statements according to their "rightness" or "wrongness" in the view of the respondent. Mean scores were obtained against which missionary scores were compared. It was concluded from the results that missionaries will not adjust better to their new culture as they spend more time in it. Different missionaries may become aware of widely different behavior norms while never becoming aware of others. (TS)

ED 120 877 CS 501 328

Wright, Paula J. Cummings, H. Wayland

A Study of the Effects of Messages Encoded by Field Dependent and Field Independent Sources in an Educational Setting.

Pub Date 76
 Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, *Communication (Thought Transfer), Evaluation, Higher Education, *Information Processing, Interpersonal Relationship, Learning Processes, *Speech, *Writing, Written Language

Identifiers—*Field Dependence, SLCA II, Syntactic Language Computer Analysis II

This study seeks to determine whether there are syntactic differences in the ways in which field dependent and field independent individuals write, and to determine whether these differences can account for the differences in interpersonal evaluations. One hundred sixty-five subjects were selected for this study by randomly selecting classes from the 1975 Speech Communication Department list of offerings, from three lower division theater department courses, and from a summer mathematics seminar for high school students. The data produced by the subjects employed in this study was examined by the Syntactic Language Computer Analysis II (SLCA II). The results of the study were inconclusive, but the analysis produced some unexpected findings. These findings point to the need for more research. (An extensive discussion of the data is presented and the data is also presented in table format.) (RB)

ED 120 878 CS 501 329

Abel, John D. Rogowski, Phyllis L.

Women in Television Station Management: The Top Fifty Markets.

Pub Date 76
 Note—11p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Chicago, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Personnel, Broadcast Industry, *Females, Higher Education, Sex Discrimination, *Television, Television Research, Working Women

The total percentage of women employed in executive positions in television stations in the United States is substantially lower than previous studies indicate. Of the 1743 persons employed in those jobs in commercial and noncommercial stations in the top 50 markets, only 4.8 percent are

women. This compares with 91.2 percent who are men (the sex of the remaining 4 percent could not be determined). Separating commercial stations from noncommercial it was found that only 3.2 percent of 1484 persons employed by commercial stations in these executive positions are women. For commercial stations, 92.6 percent are men and the sex of the remainder (4.2 percent) was indeterminable by name alone. Of the 259 executive positions in the 53 noncommercial stations, 13.9 percent are filled by women. The proportion of men was found to be 83.4 percent (2.7 percent were indeterminable by name). The small number of women employed in management level positions posed a problem for this study because percentages based on small numbers are misleading; therefore, the analysis is confined to gross categorical levels. (RB)

ED 120 879 CS 501 330

Elkins, David

Percepts of Tasks and Communication Dispersion Potential in Working Groups.

Pub Date 75

Note—34p.; Study prepared at Southern Illinois University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication (Thought Transfer), Goal Orientation, Group Dynamics, *Intercommunication, *Organizational Communication, *Role Perception, *Task Analysis, Task Performance, Work Attitudes, *Work Environment

The purpose of this study was to examine the relationship between individual group members' concepts of tasks and their tendency to communicate with each other about tasks as related to the groups' abilities to adapt to the demands of a dynamic environment. Data was gathered from five persons in the Audiovisual Support group of the American Airlines Flight Academy and from nine department heads of the staff of Doctors' Community Hospital in Hurst, Texas. All subjects were interviewed to determine the types of tasks in which they were involved as an ongoing situation. Results indicate that there is a relationship between group members' percepts of tasks and their individual tendencies to communicate within the group across symbiotic and synergistic lines. Additionally, this relationship seems dependent upon the effects of organizational design on the saliency of the goals of tasks undertaken by groups and the perceived differentiation of individual group members' task capabilities. (JM)

ED 120 880 CS 501 331

Shellen, Wesley N.

Temporal Constraints on the Processing of Linguistic Transformations in Connected Discourse.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Connected Discourse, Educational Research, Higher Education, Information Processing, Linguistic Competence, *Listening Comprehension, *Models, *Oral Communication, Speech, *Speech Comprehension

Linguistic models, especially the derivational theory of complexity, partially explain human comprehension of isolated sentences but not connected discourse. Two versions of a message, one entirely active sentences, the other entirely passive were written to compare transformational complexity. Subjects heard the messages at normal (150 wpm) rates or compressed rates (250 wpm) to constrain processing time. All 108 subjects, including control subjects who heard no messages, completed cloze tests. The results failed to support the use of linguistic models to predict comprehension of natural language in connected discourse. Differences in findings of experiments using isolated sentences versus experiments using connected discourse as stimuli are not simple explainable as a function of greater processing time available to subjects hearing connected discourse. (Author)

ED 120 881 CS 501 332

Moore, Roy L. And Others

Mass Media and Interpersonal Influence in Adolescent Consumer Socialization.

Pub Date 76

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Science Research, Communication (Thought Transfer), *Consumer Economics, Consumer Education, *Family Influence, *Information Dissemination, *Mass Media, Media Research, *Peer Relationship, Publicize, Secondary School Students

This study explores the consumer socialization process in adolescents with regard to mass media and interpersonal factors associated with the acquisition of consumer skills, knowledge, and attitudes. Questionnaires were completed by 300 consumer education students in three Grand Forks, North Dakota schools, assessing such variables as "consumer skills," including consumer activism, consumer affairs knowledge, product-brand salience, and slogan recall; "communication behavior," consisting of hours of media use yesterday, media exposure (both entertainment and public affairs), child-parent and parent-child communication about consumption, trust in and communication with friends, and an honesty evaluation for both media and personal sources; "attitudinal, monetary and other consumer measures," including subject rating of "good" consumer attributes, personal weekly spending and saving patterns, and the number of consumer-related courses taken. Findings reveal that age is a weak predictor of the four consumer skill measures. Child-parent communication and expectations of the "good" consumer role predicted product-brand salience and slogan recall. Mass media and friends influence consumer activism, and school curriculum content is also associated with slogan recall. (KS)

ED 120 882 CS 501 333

Swanson, David L.

Some Theoretic Approaches to the Emerging Study of Political Communication: A Critical Assessment.

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Science Research, *Communication (Thought Transfer), Higher Education, Interdisciplinary Approach, *Politics, *Research Methodology, Research Needs, Speech, *State of the Art Reviews, *Theories

Identifiers—*Political Communication

This paper assesses the state of political communication as an emerging multidisciplinary effort and discusses two major varieties of political communication theory and research. The first section of the paper discusses the "effects" research tradition in mass and political communication, examines the impact of critiques of this position, and discusses the manner in which the effects tradition is perpetuated in some current research. The second section characterizes the uses and gratifications approach as an alternative to the effects position, describes its advantages and difficulties, and evaluates its usefulness as the new political communication paradigm. The final section of the paper discusses two priorities in research and theory development for the future. These two priorities include the importance of conceptual analysis, and perceptual and interpretive processes. (TS)

ED 120 883 CS 501 334

Hofstetter, C. Richard

Biased News in the 1972 Campaign: A Multi-Media Analysis.

Pub Date 76

Note—77p.; Paper prepared at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Bias, Communication (Thought Transfer), Content Analysis, *Mass Media, Media Research, News Media, Newspapers, *News Reporting, Political Attitudes, *Political Issues, *Politics, Press Opinion, Television Research

The purpose of this study is to present systematic findings concerning bias in TV news coverage of the 1972 presidential campaign and to describe the kinds of coverage that the candidates and parties received during the campaign. News about the election was analyzed from week-day network evening news programs, AP day and night wire coverage, a daily newspaper that endorsed McGovern ("Washington Post"), and a

daily that endorsed Nixon ("Chicago Tribune"). The first section of the document is an introduction to the study. The second section is a listing of the findings of the study. The third section examines perceptions of bias in the news including bases of perceptions of bias in television news, partisan choice and perceived bias, and cognitions about news and perceived bias. The final section is a discussion of the findings: structural bias was clearly evident in much of the analysis; each candidate benefited from the way sources of news were handled; if either candidate gained from issue coverage during the 1972 election, it was Nixon; issues were covered differently on television and in newspapers; and perceptions of biased TV news coverage had a variety of effects on voting behavior and attitudes about the medium. (TS)

ED 120 884 CS 501 339

Atwood, L. Erwin Jarvis, Dennis

Media Use, Candidate Image, and Voting: A Test of "New Politics" Emphasis on Television.

Pub Date 76

Note—39p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Patterns, Communication (Thought Transfer), Credibility, Information Sources, Journalism, *Mass Media, Media Research, Political Affiliation, *Politics, *Publicize, *Public Opinion, Television Research, *Voting

Using stepwise multiple regression, voting behavior was predicted from semantic differential scale evaluations of the winning candidate in four voting situations: the 1972 Presidential race in Illinois and Missouri and the gubernatorial races in the two states. "Image" was defined in terms of the semantic differential scales, and "image voters" were defined in terms of the accuracy of the vote prediction. The four sets of communication variables were amount and type of campaign information each respondent claimed to receive from media and interpersonal sources, perceived influence of information sources, believability of media and interpersonal sources, and perceived usefulness of the sources for seeking political information. The findings suggest that while certain instances of "television image voting" were isolated, the phenomenon does not seem to be a general rule in assessing voting behavior. Party loyalty and political party preference was the largest factor relating to how people voted in all four voting situations. The prediction of vote from semantic differential scales was weak and it is suggested that the semantic differential scales be reassessed. (Author/TS)

ED 120 885 CS 501 340

Toomb, Kevin And Others

A Systems Model for Assessment and Diffusion.

Pub Date 75

Note—58p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Change Agents, Change Strategies, *Decision Making, *Interpersonal Relationship, Management Systems, *Organizational Change, *Organizational Communication, Problem Solving, Systems Analysis, *Systems Approach

Identifiers—FADS, *Florida Assessment and Diffusion System

The Florida Assessment and Diffusion System (FADS) represents a systematic approach to organizational change, emphasizing the interpersonal communication dimension of the change process. FADS encourages a systems approach to change, but is flexible enough to allow for procedural changes in response to specific user needs. The model assumes a client centered decision-making process which is facilitated by a highly skilled individual or group referred to as an agent. The major components of FADS are initiation, verification, problem solving, diffusion, evaluation, and documentation. Each of these components is based on a series of operationally related elements. For each element, process and output statements are provided. Finally, FADS attempts to redefine the concept of diffusion to incorporate both pre- and post-adoption decision-making in an interpersonal, client-oriented system. (Author/KS)

ED 120 886

CS 501 341

Kramer, Cherie Gamble
Women's and Men's perception of Female and Male Speech.

Pub Date 75

Note—134p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6827, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Students, Doctoral Theses, Educational Research, Females, Higher Education, Language Usage, Males, *Oral Communication, *Sex Differences, *Sex Stereotypes, Social Attitudes, *Social Characteristics, *Speech, Student Attitudes

Identifiers—*Speech Characteristics

The study was designed to elicit stereotypes of female and male speech behavior from high school and college students, and to compare those stereotypes with ratings made by the participants of their own speech and of "ideal" speech. The participants were 466 high school and college caucasian women and men. The study employed a 51-item questionnaire on which participants rated the degree to which speech characteristics are possessed by males, females, and self. The basic question addressed was whether female and male speech is perceived as different by high school and college students. Data analysis showed that 36 of the characteristics were rated as differentiating between female and male speakers. Ratings of speech characteristics did not differ as a function of the school class level of the participants. While men and women generally agreed in their assignment of speech characteristics on the basis of sex-role, women on the average perceived greater differences between the sexes than did the men. Women and men differed little in the discrepancy between self and ideal ratings. The results give strong evidence that the speech of females and the speech of males, as perceived by women and men, do not have the same subject matter or the same manner of delivery. (Author/RB)

ED 120 887

CS 501 342

Easley, Wayne Eugene

The Relationships of Message Comprehension and the Listeners' Perceptions of Source Credibility and Message Salience in Mediated and Unmediated Discourse: A Multivariate Field Study.

Pub Date 75

Note—127p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7060, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Communication (Thought Transfer), *Credibility, Doctoral Theses, Higher Education, *Information Sources, Language Usage, *Listening Comprehension, Mass Media, Media Research, Rhetoric, Speech

This study was designed to explore two questions: do a listener's reactions differ by media; and do variables such as credibility, saliency, and recall function independently in realistic rhetorical situations? The study was designed to investigate listening variables as they function in field communication situations through the use of multivariate techniques. Of the four groups of subjects, one group listened to a public speech, a second received a television reproduction of the same speech, a third received a tape recorded reproduction, and the final group read a written transcript. Five general findings of the study are discussed, and it is concluded that the listener does not tend to separate messages from the human source that produces them. (Author/RB)

ED 120 888

CS 501 343

Baskin, Otis Wayne

The Effects of Televised Political Advertisements on Voter Perceptions about Candidates.

Pub Date 75

Note—209p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7998, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Behavioral Science Research, College Students, Commercial Television, Doctoral Theses, Higher Education, *Political Attitudes,

Political Issues, *Publicize, *Public Opinion, Television, *Television Commercials, Television Research, Voting

This study investigated whether candidate images could be designated as primarily either stimulus- or perceiver-determined and if a multiple regression model could be constructed to predict candidate image ratings from pre-stimulus perceptions of the candidate's party and post-stimulus ratings of the advertisement. One hundred twenty subjects were selected in six groups of 20 each from the University of Texas—Austin, Texas Lutheran College, and Randolph Air Force Base. A set of 14 semantic differential scales which had been demonstrated in previous research to be predictive of voting behavior was modified for the purpose of quantifying party and candidate images. Multiple discriminant analysis was used to compare the pre-stimulus party image measures and the post-stimulus candidate image scales. Based on the rationale for the study, significant differences were attributed to the advertisements (stimulus-determined) and similarities were attributed to perceiver effects. In every case, message evaluation variables dominated the predictive models, indicating the existence of perceiver-determined effects and confirming the multivariate nature of the perceptions voters form about political candidates. (Author/RB)

ED 120 889

CS 501 344

Short, Sarah Harvey

A Comparison of Variable Time Compressed Speech and Normal Rate Speech Based on Time Spent and Performance in a Course Taught by Self-Instructional Methods.

Pub Date 75

Note—159p.; Ed.D. Dissertation, Syracuse University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7408, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Students, Comparative Analysis, Doctoral Theses, Educational Research, Higher Education, *Individual Instruction, *Listening Comprehension, Nutrition, *Speech, *Speech Compression, Tape Recordings, *Teaching Methods

The purpose of this study was to determine with precise measurements of time and carefully constructed posttests whether sighted students in a college course would save time and achieve higher scores when listening to cognitive information using variable time compressors as compared with students listening using normal speed tape recorders. The population for this study consisted of 90 college students enrolled in Nutrition and Food Science 115 at Syracuse University. It was concluded that sighted college students enrolled in a basic course taught by self-instruction methods earn significantly higher achievement scores when variable speed compressors are used to listen to the taped modules than when normal speed tape recorders are used to listen to the same cognitive information, and sighted college students enrolled in a basic course taught by self-instruction methods save significant amounts of time when variable speed compressors are used to listen to the tapes than when normal speed tape recorders are used. (Author/RB)

ED 120 890

CS 501 345

Wade, Serena E.

Progress Report on "College as a Communication System."

Pub Date 76

Note—31p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976); See related document ED094649

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Changing Attitudes, *College Students, *Communication (Thought Transfer), Educational Research, Higher Education, *Political Attitudes, School Surveys, Social Factors, Speech, *Student Attitudes

As expected, students involved in a study of college impact did, in fact, become more "liberal" politically and less "traditional" in their religious views between their entry into college and the beginning of their sophomore year. Data collected to test a model of student attitude change indicated that the internal consistency of variable sets included in a system of college impact did differ in predicted directions. Further, the

psychological and social factors that characterize the impact system show smaller interrelationships for students who change their political attitudes than for those whose attitudes remain stable. The social factor is the stronger set of predictor variables. The present data point out, however, the futility of generalizing across college systems as if they were identical regarding either the students they attract or the processes of influence they exert on those students once they are matriculated. (Author/TS)

ED 120 891

CS 501 347

Caputo, John Cottrell, Eric

Infralanguage: A Nonverbal Agent of Socialization.

Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the Seminar on Language (4th, October 11-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Acculturation, *Classroom Communication, *Communication (Thought Transfer), Elementary Secondary Education, *Nonverbal Communication, Parent Child Relationship, *Parent Influence, Social Influences, *Socialization, Social Values

Identifiers—*Infralanguage

"Infralanguage," a non-verbal channel of communication, exists within daily conversation. Two divisions of "infralanguage" have been identified: the non-stated thematic, that is, themes presented in topics of discourse; and the sequence of those themes within conversation. This unspoken communication is implicit and ubiquitous in parent-child interactions as well as classroom dynamics, delivering "deafening messages" of what is important and acting as a powerful socializing agent. (KS)

ED 120 892

CS 501 348

Feezel, Jerry D., Comp. And Others

Selected Print and Nonprint Resources in Speech Communication: An Annotated Bibliography, K-12.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—400-75-0029

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Annotated Bibliographies, Communication (Thought Transfer), Debate, Elementary Secondary Education, Film Study, *Mass Media, Nonverbal Communication, Oral Communication, Resource Guides, Resources, *Speech, *Speech Curriculum, Teacher Education, Television Curriculum

Identifiers—*Speech Communication

This annotated guide to resources in speech communication will be valuable for K-12 teachers seeking resources for both required and elective units. Entries are organized by grade level within the various content areas and are grouped under the following section headings: print, nonprint, multimedia, and major sources. Within each of these four sections, resources are listed in order of grade levels of appropriate use. The entries are coded for the content areas or courses in which the resource could be used most appropriately. The codes (which are defined in the introduction) are established to identify with commonly offered courses, units, or activity areas in a school's curriculum and with teacher preparation or inservice work. The following content codes are used: argumentation and forensics, drama and theatre, film study, group discussion, interpersonal communication, language development and semantics, mass communication, nonverbal communication, oral interpretation of literature, public speaking, radio-TV production, teacher education, and general. (TS)

EA**ED 120 893**

95

EA 007 295

ERIC Abstracts: ERIC Document Resumes on Student Rights and Responsibilities. ERIC Abstracts Series, Number 34.

American Association of School Administrators, Washington, D.C. National Academy for

84 Document Resumes

School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Contract—OEC-0-8-080353-3514

Note—34p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00446, \$2.00, plus \$1.00 handling charge for each order, quantity discounts, orders under \$15.00 must be prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, *Court Cases, *Court Litigation, Discipline, Due Process, Literature Reviews, *School Law, School Policy, *Student Rights, Student School Relationship

Documents previously announced in Resources in Education (RIE) concern the various controversial areas of student rights and responsibilities, examine trends of recent court decisions, and provide administrators with basic information, suggestions, and examples pertaining to these areas. The index terms used to select the documents are "court cases," "school law," and "student rights." The listing is complete for all issues of (RIE) through July 1975 and contains 63 annotations. (Author/MLF)

ED 120 894 95 EA 007 296

ERIC Abstracts: ERIC Document Resumes on Energy Conservation and the Schools ERIC Abstract Series, Number 35.

American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Contract—OEC-0-8-080353-3514

Note—18p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00448, \$2.00, plus \$1.00 handling charge for each order, quantity discounts, orders under \$15.00 must be prepaid)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Energy, *Energy Conservation, *Fuel Consumption, Heating, *Literature Reviews, Solar Radiation Identifiers—*Energy Crisis

Documents previously announced in Resources in Education (RIE) concerning energy conservation discuss the current energy crisis and its implications for the public schools, offer practical suggestions for reducing energy consumption, and examine the efficiency of various energy systems. The index terms used to select the documents are "energy," "energy conservation," and "energy crisis." The listing is complete for all issues of (RIE) through September 1975 and contains 24 annotations. (Author/MLF)

ED 120 895 95 EA 007 573

Piele, Philip Wright, Darrell

Fiscal Planning for School Construction. Educational Facilities Digest 4.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76
Contract—OEC-0-8-080353-3514

Note—7p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, Bond Issues, *Educational Finance, Elementary Secondary Education, Facility Expansion, Facility Improvement, Financial Policy, *Financial Support, Full State Funding, *Literature Reviews, *School Construction

Abstracts of 17 publications in the ERIC system concern the financing of school construction programs for new buildings, renovations, and additions. (MLF)

ED 120 896 95 EA 007 574

Piele, Philip K. Wright, Darrell

Life-Cycle Costing. Educational Facilities Digest 5.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76
Contract—OEC-0-8-080353-3514

Note—7p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, Building Design, Building Operation, Construction Costs, *Cost Effectiveness, *Energy Conservation, Facility Guidelines, *Facility Planning, Facility Requirements, Heating, *Literature Reviews, Maintenance, School Planning Identifiers—*Life Cycle Costing

Life-cycle costing is a management tool that may assist school administrators in making cost-effective decisions about building and improving school facilities. Life-cycle costing is defined as determining the total cost of building construction, operation, and maintenance over the assumed life of the building. An overview of the recent literature on this topic is presented along with 15 abstracts from the ERIC system. (Author/MLF)

ED 120 897 95 EA 007 947

Piele, Philip K. Smith, Stuart C.

Directory of Organizations and Personnel in Educational Management. Fifth Edition.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Contract—OEC-0-8-080353-3514

Note—84p.

Available from—Editor's Office, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (\$4.95, payment must accompany order; make checks payable to ERIC Publications)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Directories, *Educational Administration, *Educational Researchers, Elementary Secondary Education, Management, Organizations (Groups), Professional Associations, *Research and Development Centers, *Research Coordinating Units, Universities

This edition of the Directory lists 152 organizations and 489 researchers in educational management. "Educational management" is defined to include all aspects of the leadership, administration, and structure of public and private educational organizations and the provision of facilities for their operation. The organizational and personnel sections of the directory are intended to serve different purposes. The organizational listing is designed to guide users to sources of information on educational management. For this reason each organization's policy for supplying information and publications is indicated. The organizations listed include federally funded research centers and laboratories, professional associations, school study councils, university research and service bureaus, and a variety of independent organizations. The personnel section is meant to facilitate communication among researchers. Only individuals who are conducting pure or applied research on topics in educational management, as defined above, or who are engaged in documentation efforts in this field are included. Individuals whose only work is in consultation or training or in research in higher education management or administration of special education, career education, and health education are excluded. (Author/IRT)

ED 120 898 95 EA 007 972

Miles, Matthew B.

Thinking About How to Do It: Alternative Models of Planning and Implementation of New Schools.

Spons Agency—Columbia Univ., New York, N.Y. Teachers College.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 20 Apr 76
Grant—NIE-G-74-0051

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

Available from—Center for Policy Research, 475 Riverside Drive, New York, New York 10027

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, *Change Strategies, Educational Planning, Elementary Secondary Education, *Experimental Schools, *Field Studies, Literature Reviews, *Models, Planning Meetings, Program Descriptions, *School Planning

Identifiers—*Planning Implementation

This paper examines six alternative planning/implementation (P/I) models identified from a review of the literature and then discusses the empirical P/I models observed in operation at three field sites where groups are working to create new, nontraditional schools. Separate sections of the paper define and clarify the functions of P/I models, suggest criteria for judging good planning and implementation, discuss five underlying dimensions of P/I models, apply these dimensions to six "classic" P/I models, discuss the empirical P/I models observed at three field sites, and make some general predictions about the types of P/I models that are likely to be effective under particular conditions. Much of the paper is devoted to discussion of six "classic" P/I models; these include the "muddling through" model, the "natural development" model, the engineering/architecture model, the rationalized planning model, the simulation model, and the adaptive planning model. (JG)

ED 120 899 95 EA 007 981

Courson, David

Administrative Implications of Mainstreaming. NAESP School Leadership Digest Second Series, Number 7. ERIC/CEM Research Analysis Series, Number 22.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76
Contract—OEC-0-8-080353-3514

Note—33p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Classroom Integration, Court Litigation, Elementary Secondary Education, Equal Education, Handicap Detection, *Handicapped Children, Inservice Teacher Education, Labeling (of Persons), *Literature Reviews, Mentally Handicapped, *Normalization (Handicapped), *Regular Class Placement, Resource Teachers, Retarded Children, School Law, *Special Education, Testing Problems

Identifiers—*Mainstreaming

"Mainstreaming" is defined as a program whereby handicapped children are placed in regular classrooms for all or part of the school day, with steps taken to see that their special needs are satisfied within this arrangement. Key court decisions are cited because the implications of mainstreaming for contemporary education can be properly understood only within the broad context of the current legal and educational status of the handicapped. The pros and cons of the special education debate are summarized, and the classification methods and effects of labeling on children are criticized. Program attributes that seem to be essential to any effective effort to mainstream include individualized instruction, a spectrum of services and resources, and inservice teacher training to prepare teachers to educate the handicapped. (Author/MLF)

ED 120 900 EA 008 022

Francis, N. D.

Control Concepts in Educational Planning. Bulletin No. 5.

Trinity Coll., Dublin (Ireland). Spons Agency—Department of Education, Dublin (Ireland).

Pub Date Jan 72
Note—40p.; Not available in hard copy due to marginal legibility of the original document; Prepared by the Department of Computer Science

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Education, *Educational Planning, Elementary Secondary Education, *Mathematical Models, *Systems Analysis, *Systems Approach, *Systems Concepts

The educational system is characterized by a vector matrix differential equation, and it is shown that the concepts of modern control theory such as observability, controllability, and optimal control can give deeper insight into the behavior of the educational system. The identification of the system dynamics and the definition of a realistic objective function are two major stumbling blocks in the way of progress. (Author/IRT)

ED 120 901 95 EA 008 023

Busch, Mary E. And Others
Educational Quality of Life Indicators for the State of Indiana. Version 1.
Indiana State Dept. of Public Instruction, Indianapolis; Resource Development Internship Project, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—284p.; Not available in hard copy due to marginal legibility of original document; Computer printouts on pages 142-169, 186-215, 228-235 are completely illegible

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demonstration Programs, *Educational Assessment, Educational History, *Educational Quality, Elementary Secondary Education, Evaluation Methods, Factor Analysis, *Program Descriptions, *State Programs, *Statistical Analysis, Tables (Data)
Identifiers—*Indiana

The Indiana team approached its research from the hypothesis that one's quality of life is related to the educational system and proposed to explore the relationship between Indiana's educational system and its quality of life. Because of the comprehensiveness of the term "quality of life," the team decided to limit its study to the review of educational quality of life. Effort was made to assess the educational quality of life within all 92 Indian counties through the use of educational indicators. The study identified educational indicators, established a process for selection of indicators and data analysis, and identified exemplary programs. The team drew conclusions relating educational quality to several factors: unemployment/employment, college participation, degree of urbanness, education process, educational attainment, and taxpayer loading. The team recommends establishment of goals for the state of Indiana, continuous collection of certain data, replication of the present study, development and operation of a panel of experts, and awareness of exemplary programs throughout the state. Appendices present data, analyses, indicators and sources of indicators, descriptive statistics, and descriptions of exemplary programs. (Author/IRT)

ED 120 902 EA 008 024

Wahl, Dewey
State-Level Governing Structures for Education—Alternatives and Implications for Change.
Pub Date [72]

Note—17p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Governance, *Organization, *Policy Formation, *Selection, *State Boards of Education, *State Departments of Education, State Officials, Superintendents, Tables (Data)

The ability of a state education agency (SEA) to respond to the challenges of tomorrow may well depend on the type of governing structure established by the state for the administration of the state's educational policies. The governing structure of an SEA is defined as the composite of the state board of education (SBE), the chief state school officer (CSSO), and the state department of education (SDE). This study's major emphasis is on those variables considered to be most critical to the design of the governing structure, that is, the method of selection variables for the CSSO and the SBE members. With the exception of the mission assigned to the SEA, the establishment of practically all the other variables requires prior knowledge of the method of selection variables. SBE members are usually appointed by the governor, elected by popular vote,

or elected by representatives of the people. CSSOs are appointed by the state board of education, elected by popular vote, or appointed by the governor. Two-dimensional matrices present information on the governance plans used in the states, the methods of selecting CSSOs and SBE members, and the advantages and disadvantages of the various governance plans. (Author/IRT)

ED 120 903 EA 008 025

Baldrige, J. Victor, Ed. Deal, Terrence E., Ed.
Managing Change in Educational Organizations: Sociological Perspectives, Strategies, and Case Studies.

Pub Date 75

Note—523p.; A book related to the work of the Stanford Center for Research and Development in Teaching

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$13.75, quantity discounts)

Document Not Available from EDRS

Descriptors—Case Studies (Education), Change Agents, *Change Strategies, Curriculum Development, *Educational Change, Educational Innovation, Educational Research, *Educational Strategies, Multiunit Schools, *Organizational Change, *Organizational Effectiveness, Organizational Theories, Political Power, Social Science Research, Team Teaching

Twenty-six articles based on social science research and the experience of practicing change agents deal with the elements necessary to understand change processes in educational organizations. These are (1) a comprehensive organizational perspective, that is, an understanding of crucial organizational subsystems and processes involved in innovation; (2) familiarity with strategies that can be used to cause and support educational changes, such as leadership dynamics, change agents, organizational politics, and the use of program evaluation processes; and (3) practical experience with the dynamics of educational change through case studies about attempts to change educational organizations. The articles concern change and innovation at both the elementary-secondary level and that of higher education. Many of the articles, since they are from a research tradition, use the social sciences to investigate change. A number of practice-oriented articles describe the experiences of applied administration to complement and broaden the research. (Author/MLF)

ED 120 904 EA 008 028

Schrader, Charles F.
You and Your Architect and Energy Conservation Savings for Educational Facilities. A Report.
American Inst. of Architects. Northern Calif. Chapter.

Pub Date 2 Apr 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Guides, *Architects, *Architectural Programing, Building Design, Building Improvement, Cost Effectiveness, *Educational Facilities, *Energy Conservation, Fuel Consumption, Illumination Levels, Lighting, Operating Expenses

Estimates from a number of reliable sources indicate that reductions in energy consumption are possible in both existing and new facilities. Estimates vary from 25 to 50 percent for older buildings and 50 to 80 percent for new construction. Prudent school administrators should take stock of their physical facilities and look for possible ways to save on energy consumption. Architects are prepared to perform an energy consumption analysis of an existing plant and offer a constructive program of facilities modification to conserve energy. Designing new facilities with energy conservation as a major design component, architects are prepared to work with school officials from the initial program development and site selection through to completed project. Lists briefly illustrate energy conservation possibilities that can be implemented in (1) current buildings by existing staff, (2) the modification of existing facilities, and (3) the design of new facilities. (Author/MLF)

ED 120 905 EA 008 030

Derr, C. Brooklyn
Managing Organizational Conflict: When to Use Collaboration, Bargaining and Power Approaches. Working Paper.
Naval Postgraduate School, Monterey, Calif.
Report No.—NPS-55Dr-75061

Pub Date 75

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conflict, *Conflict Resolution, Management, *Organization, Organizational Development, *Organizational Theories
Identifiers—*Contingency Theory

A contingency theory for managing conflicts in organizational settings is proposed. Collaboration, bargaining, and power approaches to conflict management are all appropriate, given certain situations. The situations and the costs and benefits of using a given strategy under varying conditions are discussed. (Author)

ED 120 906 EA 008 031

Derr, C. Brooklyn
Major Causes of Organizational Conflict: Diagnosis for Action. Working Paper.

Naval Postgraduate School, Monterey, Calif.

Report No.—NPS-55Dr-75062

Pub Date Jun 75

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Bibliographies, Conflict, *Conflict Resolution, Environment, Individual Characteristics, Interpersonal Relationship, *Management, *Organization, Organizational Development, *Organizational Theories, *Organizations (Groups), Role Conflict, Self Esteem
Identifiers—Contingency Theory

Six major causes of organizational conflict (individual stress, role conflict, power struggles, differentiation, interdependence, and external pressures) are delineated; implications for managing these conflicts using collaboration, bargaining, and power plays are pointed out; a conflict management paradigm pointing out which mode of conflict management works best for which cause is presented; and literature on organizational conflict management is referenced. (Author/IRT)

ED 120 907 EA 008 032

Student Suspension and Expulsion Procedures: A Model Policy and Rules, with Comments, for Assistance to Local Boards in Meeting the Requirements of Procedural Due Process in Dealing with Student Suspension and Expulsion.
Iowa State Dept. of Public Instruction, Des Moines.

Pub Date May 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Board of Education Policy, Boards of Education, *Due Process, Elementary Secondary Education, *Expulsion, *Models, Records (Forms), Students, *Suspension
Identifiers—*Iowa

With their emphasis on due process, these model rules and policies can help schools safeguard the rights of students and ensure that schools are more certain of the facts when all other alternatives have failed and it is necessary to dismiss or expel a student. Local rules and policies based on this model should help to keep both the rights and responsibilities of the student and the school in perspective. (Author/IRT)

ED 120 908 EA 008 039

Earthman, Glen I.

The Process of Developing Educational Specifications.

Pub Date Mar 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Building Design, Design Needs, Educational Administration, *Educational Facilities, Educational Planning, *Educational Specifications, Elementary Secondary Education, *Facility Planning, *Facility Requirements

With school enrollments fluctuating, educational administrators need to do a more thorough job of planning for future educational facilities. Educational specifications can provide a helpful planning foundation for the educator and the architect. The specifications should provide specific objectives that consider the teaching/learning process to take place in the facility, the size of the student body to be housed, social and academic backgrounds of students, necessary media facilities, and potential community use of the facility. The development of educational specifications should be done by an educator, and it should involve and reflect the needs of the board of education, administrators, teachers, students, and the community. Once the educational specifications have been developed

for a facility, there should be continuous evaluation of the architectural drawings to see that the specifications are being met. (Author/JG)

ED 120 909 EA 008 040

Dotterweich, Andrew H., Jr.

A Humanistic Approach to Student Registration and Self-Scheduling in a Comprehensive High School.

Pub Date 22 Feb 76

Note—202p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Experimental Programs, Humanistic Education, Management Systems, *Models, *Program Descriptions, *Program Evaluation, Questionnaires, Records (Forms), *Scheduling, School Administration, *School Registration, Secondary Education

The purpose of this practicum was to develop, implement, and evaluate a humanistic system for student registration and self-scheduling in a comprehensive high school. The author developed a model registration and scheduling system, which was introduced on an experimental basis in a Baltimore-area high school and then evaluated by staff members and students at the school. On the basis of that evaluation, the model was adopted to replace the school's former registration and scheduling system. Following several short chapters describing the objectives of the practicum and the development of the model, most of the report consists of a detailed description of the model's implementation and a discussion of its evaluation. In addition, extensive appendices contain a flow chart and chronology of the model's development and implementation, as well as samples of all the instruments and materials used to plan, implement, evaluate, and institutionalize the model system. (Author/JG)

ED 120 910 95 EA 008 042

Golladay, Mary A.

The Condition of Education: A Statistical Report on the Condition of Education in the United States, Together with a Description of the Activities of the National Center for Education Statistics. 1976 Edition.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-400

Pub Date Mar 76

Note—320p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01521-8, \$4.40)

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—*Educational Finance, *Elementary Secondary Education, Graphs, *National Surveys, Post Secondary Education, Program Descriptions, *School Personnel, *School Statistics, Statistical Data, Tables (Data)

Identifiers—*National Center for Education Statistics, NCES

This publication consists primarily of several hundred charts, graphs, and tables that present a wide variety of educational statistics for the United States through and including the 1974-75 school year. The largest section of the report is organized into eight chapters that each present statistics on a different dimension of American education. These chapters focus in turn on students and schools, outcomes of schooling, concerns of elementary and secondary education, participation in postsecondary education, relationships between education and work, educational personnel, elementary and secondary school finance, and comparative profiles of education in the United States and other countries. Also included in the report are a short section that provides technical information on the collection and compilation of the various statistics and a separate section that presents a detailed summary of the program and plans of the National Center for Education Statistics for fiscal years 1976 and 1977. (JG)

ED 120 911 EA 008 044

Ware, Oral Edward

Design and Implement a Procedure for Funding Construction of a New High School.

Pub Date 2 Feb 76

Note—99p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Architectural Programing, Community Support, Construction Costs, Critical Path Method, Educational Assessment, *Educational Finance, *Educational Planning, Educational Specifications, *Facility Requirements, *Financial Needs, High School Design, Practicums, Questionnaires, *School Construction, School Demography, Secondary Education

Identifiers—Charrettes, Virginia (Poquoson)

The recently chartered city of Poquoson, Virginia, has a separate school division that is completely independent from New York County. The division superintendent describes in this practicum the processes involved in planning and constructing a new high school building. A building needs study was the first step followed by the selection of an architectural firm to do planning, projections, cost estimates, and preliminary design work. Strong emphasis is placed on strategies and procedures used for securing financial backing. Community support was sought by having "charrettes" involving the community, politicians, architects, and professional educators in the design of the school building. Other efforts to enlist community support included public hearings and an educational assessment questionnaire distributed to every household in the district. The appendixes contain copies of letters, reports, memorandums, cost estimates, and the questionnaire. (MLF)

ED 120 912 EA 008 048

Cuban, Larry

The Urban School Superintendency: A Century and a Half of Change. Fastback Series, No. 77. Bicentennial Series.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—32p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50, quantity and membership discounts; payment must accompany orders of \$5.00 or less)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Boards of Education, *Educational Change, *Educational History, Ethics, Leadership Styles, Political Influences, *School Superintendents, *Superintendent Role, *Urban Education

The job of superintendent is tough and demanding. Although conditions seem to be getting worse, the job has always been demanding because of its origins and its relationship with the board of education. As the job developed, dominant conceptions of leadership developed. The three dominant conceptions—teacher-scholar, administrative chief, and negotiator-statesman—have waxed and waned as time passed, yet they are all still present. They arose from the nature of the superintendent-board relationship and from the competing role demands of that beset the superintendent who has to be chief executive, professional expert on education, advisor to the board, and supervisor. Practices and beliefs grew up around these leadership role conceptions that seemed to succeed in increasing the superintendent's prestige, salary, and tenure. However, the superintendent has always been circumscribed by a complex organizational role, the historical vulnerability of the position, and the particular set of larger environmental forces touching the local school system. This latter aspect was dominant during the 1960s. At a time when sharp external pressure strikes the schools, the leadership pattern with the strongest survival power is the negotiator-statesman. (Author/IRT)

ED 120 913 EA 008 052

Imhof, Howard E.

Declining Enrollment—A Blessing.

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Change Strategies, Community Support, *Consolidated Schools, Educational Administration, Educational Planning, Elementary Secondary Education, *Enrollment Trends, Organizational Change, *Program Descriptions, School Organization, *School Redistricting

Identifiers—*Declining Enrollment, New York (Oyster Bay)

This report describes how a New York school district took advantage of a decline in elementary school enrollment to restructure the district's educational program, reduce staff requirements, and eliminate double shifting at the district's junior high and high school. The district's plan in-

involved closing one of the three elementary schools and converting the building into a middle school, thereby freeing the former high school/junior high school building for full-time use as a high school. A concerted effort was made by the board of education and the district administration to win support for the plan (and the bond issue it required) among staff members, students, and the community. The plan was well supported by all segments of the community and, despite some construction delays on the middle school project, was successfully implemented without major difficulty. (JG)

ED 120 914 80 EA 008 055

Gubb, Natalie

Alternatives in Education. Issue Paper.

Upper Atlantic Regional Interstate Project, Trenton, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date Mar 75

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Alternative Schools, *Educational Alternatives, Educational Innovation, *Educational Policy, Elementary Secondary Education, Experimental Programs, Policy Formation, Program Development, *State Departments of Education, *State School District Relationship

Identifiers—Elementary Secondary Education Act

Title V, ESEA Title V

This publication is intended primarily to aid state departments of education in formulating a state policy regarding alternative approaches in education. Section 1 defines and describes public and private educational alternatives and addresses the questions of why and for whom educational alternatives are created. In addition, it discusses the types of problems and costs that are typically encountered by alternative programs. Section 2 identifies four different positions that a state education agency might adopt toward educational alternatives and then discusses the policy implications of each position. The four positions that are examined include (1) encouraging the growth of alternatives by actively soliciting legislative, financial, and community support; (2) supporting local alternative programs by offering technical assistance and disseminating useful information; (3) maintaining an attitude of ambivalence; and (4) discouraging the growth of alternatives by creating regulations that impede their development. Included in the appendix are short descriptions of 24 alternative educational programs in New Jersey and a copy of the Connecticut State Department of Education's policy on the development of educational alternatives. (Author/JG)

ED 120 915 EA 008 056

Roberts, Frank E., Turner, Orville D.

Equitable and Efficient Staffing of Elementary Schools in the Denver Public Schools System.

Pub Date Nov 75

Note—110p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University. Appendices A and I may reproduce poorly due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Computer Oriented Programs, Educational Administration, *Educational Planning, Elementary Education, Instructional Staff, *Management Systems, Program Descriptions, *Program Development, Staff Utilization, Teacher Distribution

Identifiers—Colorado (Denver)

The practicum described in this report was intended to develop an effective computer-based procedure for allocating teaching personnel among the 94 elementary schools in the Denver Public School System. The project design was developed by the authors over a 10-month period in cooperation with central office administrators and 12 elementary principals. Recommendations on appropriate variables to be included in designing the computer process were gathered through a districtwide survey of elementary principals. Field testing was hypothetical; various combinations of variables were used to determine differing teacher allocations, which were then compared with existing teacher allocations in every school. The finished allocation procedure developed through this process will be fully implemented in Denver's elementary schools for the 1976-77 school year. (Author/JG)

ED 120 916 88 EA 008 057
Concepts and Principles of Educational Management: An Introduction.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Note—17p.; Not available in hard copy due to marginal legibility of original document. Related documents are EA 008 058-066

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Principles, *Administrator Role, Decision Making, *Definitions, *Educational Administration, Elementary Secondary Education, *Management, Problem Solving, Systems Approach

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This paper defines and discuss a number of basic concepts relevant to educational administration that form the basis for the Educational Management Project, a comprehensive inservice program for educational administrators that was developed by the Tucson Public Schools. Major topics discussed include educational management, the difference between an educational manager and an educational administrator, the systems approach to educational management, four major management principles and their derivative management functions, the components of a decision-making situation, and the relationship between decision-making and educational problem-solving. (Author/JG)

ED 120 917 88 EA 008 058
A Glossary of Terms Used by the Educational Management Project.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Dec 71

Note—33p.; Related documents are EA 008 057-066

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Principles, Decision Making, *Definitions, Educational Accountability, *Educational Administration, *Glossaries, Management, Problem Solving, Systems Approach

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This publication defines and illustrates approximately 80 terms and concepts that are crucial to understanding the Educational Management Project, a comprehensive inservice program for educational administrators that was developed by the Tucson Public Schools. Annotations for the individual terms vary in length from approximately 30 to 350 words and are cross-referenced to other related concepts. Included are terms dealing with such topics as accountability, classical management theory, decision-making and problem-solving theory, and the systems approach to management. (JG)

ED 120 918 88 EA 008 059
The Educational Management Project: 1973-74 Project Description.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—16p.; Related documents are EA 008 057-066

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Education, Educational Administration, Evaluation Methods, Experimental Programs, *Inservice Programs, Management Education, Objectives, *Program Descriptions, Training Techniques

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This publication offers a brief overview and description of the Educational Management Project, a comprehensive inservice program for educational administrators that was developed by the Tucson Public Schools. A series of short sections discusses all the project's major facets, including its target population, its general approach, its structure, its objectives, its evaluation design, its

requirements for success, and its preliminary outcomes. (JG)

ED 120 919 88 EA 008 060
Readings for the Preparation of the Study Group Instructor.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—10p.; Related documents are EA 008 057-066

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Education, *Annotated Bibliographies, Change Strategies, *Educational Administration, *Inservice Programs, Management Education, Publications, *Reference Materials, Training Techniques

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This booklet is a brief annotated bibliography intended to aid prospective instructors in using the Inservice Training Manual that was developed as part of the Educational Management Project, a comprehensive inservice program for educational administrators. The publications listed were selected to provide background information relevant to one or more of the Study Group Sessions outlined in the Inservice Training Manual. Accordingly, entries are arranged by session number to aid readers in identifying those publications that are most crucial to any particular session. Between one and four entries are listed under each session number. (JG)

ED 120 920 88 EA 008 061
Summary of Project Activities and Results 1971-1974.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—10p.; Related documents are EA 008 057-066

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Education, Change Strategies, Educational Administration, Experimental Programs, *Inservice Programs, Management Education, *Program Descriptions, Program Evaluation, *Training Techniques

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This publication offers a brief description of the content and instructional methods used during the three years of the Educational Management Project's inservice programs for educational administrators in the Tucson Public Schools. The discussion is organized into three sections that focus in turn on the activities and results of each of the project's three years. The impact of each year's evaluation results on the evolution of the project's training strategies is discussed. (Author/JG)

ED 120 921 88 EA 008 062
Educational Management: An Inservice Training Manual for Educational Administrators. Part 1: Decision Making and the Management Functions.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—34p.; Management Study Group Sessions 1, 2, 3; Related documents are EA 008 057-066

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Principles, *Administrator Education, Administrator Role, *Decision Making, Educational Administration, *Inservice Programs, Instructional Materials, Leadership Training, Management, *Teaching Guides

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This publication is one of five training manuals that present plans and materials for use in instructing school administrators in some of the concepts, principles, and techniques of educational management. They were developed as part

of the Educational Management Project for presentation at weekly inservice meetings for administrators in the Tucson Public Schools in 1973-74. Altogether, the five manuals contain outlines and instructional materials for 15 inservice training sessions; this particular booklet deals with sessions 1, 2, and 3, which focus on decision-making and management functions. The set of materials for each session includes (1) an instructor's guide and a list of the performance objectives for that session, (2) participant handouts for use as reference material during and after the session, (3) participant worksheets for illustrating or practicing skills introduced during the session, and (4) a posttest for determining whether the participants met the session's objectives. The sessions may be conducted separately as topical workshops or together as a comprehensive one-semester inservice course. (Author/JG)

ED 120 922 88 EA 008 063
Educational Management: An Inservice Training Manual for Educational Administrators. Part 2: Need Assessment.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—35p.; Management Study Group Sessions 7, 8, 10. Related documents are EA 008 057-066. Chart on p. 30 may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Principles, *Administrator Education, Educational Administration, *Inservice Programs, Instructional Materials, Leadership Training, Management, *Needs Assessment, Problem Solving, *Teaching Guides

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This publication is one of five training manuals that present plans and materials for use in instructing school administrators in some of the concepts, principles, and techniques of educational management. They were developed as part of the Educational Management Project for presentation at weekly inservice meetings for administrators in the Tucson Public Schools in 1973-74. Altogether, the five manuals contain outlines and instructional materials for 15 inservice training sessions; this particular booklet deals with sessions 7, 8, and 10, which focus on the topic of needs assessment. The set of materials for each session includes (1) an instructor's guide and a list of the performance objectives for that session, (2) participant handouts for use as reference material during and after the session, (3) participant worksheets for illustrating or practicing skills introduced during the session, and (4) a posttest for determining whether the participants met the session's objectives. The sessions may be conducted separately as topical workshops or together as a comprehensive one-semester inservice course. (Author/JG)

ED 120 923 88 EA 008 064
Educational Management: An Inservice Training Manual for Educational Administrators. Part 3: Goals and Objectives.

Tucson Public Schools, Ariz.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—36p.; Management Study Group Sessions 11, 12. Related documents are EA 008 057-066

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Principles, *Administrator Education, Decision Making, Educational Administration, *Inservice Programs, Instructional Materials, Leadership Training, Management, *Objectives, *Teaching Guides

Identifiers—*Educational Management Project, Elementary Secondary Education Act Title III, ESEA Title III

This publication is one of five training manuals that present plans and materials for use in instructing school administrators in some of the concepts, principles, and techniques of educational management. They were developed as part of the Educational Management Project for presentation at weekly inservice meetings for administrators in the Tucson Public Schools in 1973-74. Altogether, the five manuals contain

outlines and instructional materials for 15 inservice training sessions; this particular booklet deals with sessions 11 and 12, which focus on management goals and objectives. The set of materials for each session includes (1) an instructor's guide and a list of the performance objectives for that session, (2) participant handouts for use as reference material during and after the session, (3) participant worksheets for illustrating or practicing skills introduced during the session, and (4) a posttest for determining whether the participants met the session's objectives. The sessions may be conducted separately as topical workshops or together as a comprehensive one-semester inservice course. (Author/JG)

ED 120 924 EA 008 067

Puttick, Edwin B. And Others

The Finance of Non Government Schools in Bangladesh.

California Univ., Berkeley. Program in International Education Finance.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date 1 Apr 74

Note—256p.; Project: Education in Bangladesh

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Demography, Dropout Rate, Educational Equipment, Educational Facilities, *Educational Finance, Elementary Secondary Education, Enrollment Trends, Expenditure Per Student, Higher Education, *International Education, *Nonpublic School Aid, *Non Western Civilization, *Private Schools, Questionnaires, School Demography, Tables (Data), Teacher Salaries

Identifiers—*Bangladesh

The educational system in Bangladesh is unique in its finance and management structure. Elementary and higher education are mostly publicly financed, while secondary and intermediate education are mainly private organized. This study concentrates on private schools at the secondary, intermediate, and college level; and the difference in access between males and females and between urban, semiurban, and rural areas. The data were obtained from questionnaires sent by the National Commission on Manpower and Education (NCME) in 1968-69 to each known private school in what was then East Pakistan. A detailed analysis is made of the private schools in the areas of finance, costs, and enrollments. The size of government grants to private schools is explored, and information is given on the fee requirements of pupils of public schools. Per-pupil-expenditures are surveyed in order to examine the quality/cost relationship. Enrollment practices and size distribution of schools are analyzed. A copy of the questionnaire and frequency distribution tables are contained in the appendixes. (Author/MLF)

ED 120 925 EA 008 069

Troutman, Bruce E.

Development and Implementation of a Non-Graded Organization in an Elementary School.

Pub Date Oct 75

Note—289p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Articulation (Program), Continuous Progress Plan, Curriculum, Educational Planning, Evaluation, Inservice Teacher Education, Instructional Staff, Needs Assessment, *Nongraded Primary System, Nongraded System, Parent Attitudes, Parent Participation, Primary Education, Principals, *Program Descriptions, *Program Development, Questionnaires, Records (Forms), School Organization, Student Placement, Surveys, *Teacher Attitudes

Identifiers—*Illinois (Chicago)

This practicum report deals with the development and implementation of a nongraded program of instruction in the primary levels of a public school. Program activity, from the initial informational and planning phases, through development and implementation, and, finally, to postprogram assessment, is the subject and substance of the report. The program was carried on in response to a board of education mandate, and the activities were planned to overcome teacher resistance and indifference toward movement away from a traditional, graded organization. A high level of staff participation, with direct

responsibility for sharing in program development, implementation, and assessment activity, was recognized as being of paramount importance if there were to be significant changes in teacher attitudes and program outcomes. To the degree possible, all stated objectives of the program were satisfactorily met. (Author/IRT)

ED 120 926 EA 008 070

King, Royce

Development of an Administrator's Guide for School District Self-Evaluation.

Pub Date 2 Feb 76

Note—42p.; A related document is EA 008 071.

Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Accreditation (Institutions), *Administrator Guides, Educational Assessment, Elementary Secondary Education, Evaluation, *Evaluation Methods, Measurement Techniques, *School Districts, School Systems, *Self Evaluation, State Standards

Identifiers—*Texas

The purpose of this practicum was to develop, field test, implement, and evaluate a school district self-evaluation guide specifically designed for Texas schools. The need for such a guide was expressed by school officials faced with the challenge of meeting and maintaining state minimum accreditation standards. The guide was developed and used in one multicampus district to conduct a self-study. Revisions to the instrument were made throughout the duration of the practicum effort, with the Texas Education Agency's accreditation staff giving its approval for the guide to be used in self-evaluation studies throughout the state. Eight districts within Region XIII received approval to use the guide during the current school year. (Author)

ED 120 927 EA 008 071

King, Royce

Administrator's Guide for School District Self-Evaluation.

Education Service Center Region 13, Austin, Tex.

Pub Date 75

Note—120p.; A related document is EA 008 070

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Administrator Guides, *Data Collection, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Questionnaires, Records (Forms), *School Districts, School Systems, *Self Evaluation, Surveys

Identifiers—*Texas

This guide was constructed to meet the need of superintendents for easily accessible information for more intelligent decision-making and for a process for gathering information necessitated by impending Texas Education Agency accreditation visits. It was designed to be functional, yet brief, and to be flexible so that it can be used by various superintendent-appointed groups. It includes guidelines and forms needed to gather information for a complete evaluation of a district. (Author/IRT)

ED 120 928 95 EA 008 072

Foley, Walter J.

Educational Information Project. Final Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1502

Pub Date Mar 68

Contract—OEC-3-6-061502-0429

Note—191p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Computer Science, *Data Bases, Data Collection, Educational Research, Electronic Data Processing, Elementary Secondary Education, *Information Systems, Optical Scanners, School Accounting, Statewide Planning, *Student Records, *Systems Development, Technological Advancement

Identifiers—Iowa State Department of Public Instruction, Measurement Research Center

The CardPac System of Educational Accounting project developed instruments and procedures for collecting information about aspects of the elementary and secondary educational programs in Iowa. This project included the development of a bank of educational information that will transcribe, integrate, and store information centrally for purposes of research, evaluation, and service

at the national, state, and local levels. Also developed were computer programs and data-processing systems for selecting, reducing, organizing, and disseminating the educational information needed by schools and other educational agencies to perform their basic functions more effectively. This includes retrieval of data in forms necessary to provide baseline statistics for program evaluation. Data collection cards that could be "read" by an optical scanner were used to gather curriculum, staff, and pupil information. (Author/MLF)

ED 120 929 EA 008 075

Roberts, Launey F., Jr., Ed.

Individualizing Instruction in Educational Administration: A Performance-Based Worktext.

Pub Date 76

Note—249p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$12.00 cloth, \$6.25 paper)

Document Not Available from EDRS

Descriptors—*Administrator Education, Behavioral Objectives, Bibliographies, Educational Administration, Higher Education, *Individualized Instruction, *Individualized Programs, *Performance Based Education, Performance Based Teacher Education, *Textbooks

This material provides students of educational administration with easy access to a body of selected readings in individualized instruction, performance/competency-based education, and competency-based educational administration. Included are several self-paced individualized instructional modules used in introductory courses in educational administration. The material was prepared for courses taught by the author. (Author/IRT)

ED 120 930 EA 008 076

Hall, Mary Hall, William T.

Great Expectations: Contemporary Statewide Schooling Reform and Some Victorian Antecedents.

Pub Date Apr 76

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrator Education, *Educational Change, *Educational History, *Educational Research, Elementary Secondary Education, Higher Education, *Performance Based Education, State Departments of Education, *State Programs, Teacher Education

Identifiers—*Oregon

Between 1972 and 1974, Oregon adopted a series of comprehensive State Minimum Standards popularly titled "competency-based education." This paper addresses two types of research agendas that have emerged relative to these attempts to create a statewide reform. The first involves an ongoing research project whose purpose is to facilitate the implementation and examination of major demands imposed on schools by these policies. The second agenda relates to areas of potential, but unimplemented, research such as (1) an investigation of why state bodies appear to be a contemporary focus for major educational reforms; (2) a review of educational reforms in Victorian England, which appear to be somewhat similar to the Oregon effort, as a vehicle for using historical perspectives in building new conceptual frameworks for viewing competency-based education; and (3) an analysis of interrelationships between competency-based education reform in elementary/secondary education and similar reforms occurring in the preparation of educational personnel by postsecondary institutions. (Author)

ED 120 931 EA 008 077

Hall, Mary

Accountability and Change in Education: An Evaluation of Implementation at the State Level.

Pub Date Feb 76

Note—12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Accountability, Elementary Secondary Education, *State Programs

State efforts at establishing accountability programs have not been successful because few states could or did install the essential ingredients of accountability systems and even fewer took the elements they had very seriously; accountability systems are based on the false assumption that the people who operate an educational system actually have sufficient power to independently make decisions necessary to achieve accountability; and it is not possible to explain how the costs of a program have impacted on the performance of students. Rather than on accountability, emphasis should be placed on "explainability" as a desirable and achievable condition and on participation in the educational decision-making structure by the public, students, and teachers. (Author/IRT)

ED 120 932 EA 008 078

Tyler, Arlington G.
Grading and Ranking Procedure in Beatrice, Nebraska.
Pub Date Feb 76

Note—8p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Achievement Rating, Flexible Progression, Grades (Scholastic), *Grading, Senior High Schools

Identifiers—Nebraska (Beatrice)

Beatrice high school is faced with the need to provide class ranking for students at the same time that it has courses at three levels of difficulty for the normal student and at a fourth level for the educable mentally handicapped. In order to develop an equitable class-ranking system, an honor point system was adopted to relate grades in more difficult classes to grades in less difficult classes. This system allows the full range of grades to be given in classes at each difficulty level. In order to avoid basing class rank on grade point alone, the system also considers the number of classes a student takes. The result has been to encourage students concerned about high class-standings to take more courses, to take courses of high difficulty, and to earn the highest grades possible. (Author/IRT)

ED 120 933 EA 008 079

Conklyn, Elizabeth D.
Role Definition by the Principal: Effects and Determinants.

Pub Date Apr 76

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Administrator Role, Bibliographies, Leadership, *Management, Models, *Motivation, *Principals, Rewards, *Role Perception, Role Theory, School Superintendents, Senior High Schools, Statistical Analysis

This research examined Mintzberg's-dimensional model of the managerial job. Two questions were asked: (1) What effect do the job incumbent's career goals and activity preferences have on perceived importance of the roles; (2) How does perceived importance of the roles affect job performance? One hundred seventy principals responded to a questionnaire on importance and enjoyment of the roles, desirability of work-related outcomes, and demographic variables. One hundred thirty superintendents rated the importance of these roles for the principal; superintendent ratings of principal performance were obtained for 70 principals. State records provided rate of teacher turnover and size of school. Principals' activity and work outcome preferences were related to job perceptions, as was composition of the student body by program. Although superintendents and principals agreed on importance rankings of the 10 roles, they did not agree on the importance of each role. Neither superintendent-principal differences nor principal importance rating alone was associated with superintendents' performance evaluation. The difference between superintendent and principal was related to rate of teacher turnover. (Author)

ED 120 934 EA 008 080

Miskel, Cecil Wilson, Donald E.
Goal Setting Behavior and Shift: Two Studies of Educators' Risk Propensity.
Pub Date Apr 76

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976). Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Behavior, *Decision Making, Educational Innovation, Elementary Secondary Education, *Group Discussion, Management by Objectives, Objectives, *Risk

Two hypotheses guided these studies: (1) administrators with a greater risk propensity will develop more innovative job targets in a management-by-objectives program than will those with less risk propensity, and (2) educators' risk propensity will increase after group discussion. The Choice Dilemmas measure, content analysis of goal statements, and group process procedures were included in the methodology. Neither hypothesis was supported. (Author/IRT)

ED 120 935 EA 008 081

Tjosvold, Dean
Control Orientation, Nonnegotiable Demands, and Race in Conflict Between Unequal Power Persons.

Pub Date Apr 76

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Administrative Personnel, *Arbitration, *Conflict, Conflict Resolution, Elementary Secondary Education, *Labor Demands, Negroes, *Peer Acceptance, Peer Relationship, *Racial Attitudes, Racial Discrimination, Students, Teachers

The control orientation of educators may predispose them to resist compromising in conflict for fear of appearing ineffective to their colleagues. Students' and community groups' non-negotiable demands may also induce this fear and resistance to compromising. Subjects who believed their group member evaluated them on resisting intimidation, compared to gaining tangible outcomes, did resist agreements with the low-power person and developed competitive attitudes toward him. Subjects confronted with a nonnegotiable demand, compared to a negotiable demand, tended to resist reaching an agreement and did develop competitive attitudes. The race of the other bargainer did not appear to affect significantly subjects' reactions. Results imply that reducing the pressures on educators to be in control can help them manage their conflicts constructively. (Author)

ED 120 936 EA 008 082

O'Connell, James F. Heller, Robert W.
Factors Leading to Impasse in Teacher-School Board Collective Bargaining.

Pub Date 23 Apr 76

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Boards of Education, *Collective Bargaining, *Decision Making, Educational Accountability, Elementary Secondary Education, Employer Employee Relationship, Factor Analysis, Fringe Benefits, Industrial Relations, Merit Pay, *Negotiation Impasses, Policy Formation, School Superintendents, Teacher Associations, *Teachers, Tenure

This study focused on the factors in negotiations that cause impasse. The major hypothesis, "There is a significant difference in the perceptions of school board members and teacher executive leadership regarding impasse factors," was upheld. Data were collected from board members, administrators, teacher association officials, and negotiators from 19 randomly selected school districts in six western New York State counties and correlated using a Pearson Product Moment Correlation. The factors were then rotated orthogonally. The varimax rotated factors yielded a total of 15 teacher-school board factors all statistically significantly different between teachers and boards. The findings support the conclusion that there exists a significant polarization between teachers and boards. (Author)

ED 120 937 EA 008 087

Coad, Rosemary A. And Others
The Effects of an Organization Development Program on Satisfaction, Group Process, Climate, Leadership, and Student Achievement.
Pub Date Apr 76

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976) Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Elementary Education, *Inservice Teacher Education, *Job Satisfaction, Junior High Schools, Organizational Climate, *Organizational Development, *Program Design, Statistical Analysis, Teacher Attitudes, Teachers

Identifiers—SOO, *Survey of Organizations

The hypothesis guiding this study was that staff members from schools participating in an organizational development (OD) program would increase the functioning levels of four groups of organizational variables. The OD treatment contained three distinct phases: diagnosis, skill development and planning, and implementation. A modified Survey of Organizations (SOO) instrument was used to measure the dependent variables. The SOO was administered three times to the treatment and control groups. Limited support was found for the hypothesis. The results imply that future OD projects should be carefully scrutinized for their potential cost-effectiveness. (Author)

ED 120 938 EA 008 088

Eash, Maurice J. And Others
Traditional Vs. Emergent Values: A Curriculum Evaluation in an Expanding Suburban Community.

Pub Date Apr 76

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Advisory Committees, *Community Attitudes, Community Involvement, Conflict, Curriculum, *Curriculum Evaluation, Elementary Secondary Education, School Community Cooperation, *School Community Relationship, Teachers, *Values

This study reports the results of a year-long curriculum evaluation involving a university research office, lay committees, and a district faculty in an atmosphere highly charged with controversy. Studies were made of a number of components of the school, and a comprehensive community survey of attitudes was conducted. An analysis of the attitudes uncovered, the interest groups involved, and the effect on the school program was made. Though major value differences remained, a salutary outcome of the evaluation study was the development of a factual base for discussion among the contending parties, and the reduction of stereotypes. (Author)

ED 120 939 EA 008 089

Mann, Dale
Prolegomenon to the Analysis of Nondecision Making.

Pub Date 23 Apr 76

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Administrative Personnel, Behavior, Community Attitudes, Community Involvement, *Decision Making, Educational Administration, Educational Policy, Elementary Secondary Education, Participation, *Policy Formation, *Research Methodology, *Teacher Participation

Non-decision-making is about how things come about in the absence of conscious choice. It is defined as a decision that stops a challenge to existing values or attempts to prevent something from reaching the stage of formal or overt decision-making. The common denominator is the suppression of wider participation in the formation of public policy. This paper presents the theoretical formulation, research design, and early field results from an ongoing project that is using the theory for non-decision-making to

analyze the behavior of New York City high school principals. Data about four types of non-decision-making (default, abstentions, covert, and false consensus) are considered. Very preliminary and general hypotheses are that administrative non-decision-making is inversely related to the responsiveness of the school to its clientele, that participation by the school staff and community is curvilinearly related to successful implementation of changes in the school (too little and too much impede success), and that administrative non-decision-making is negatively related to positive neighborhood attitudes toward the school in situations of impending conflict. (Author/IRT)

ED 120 940 EA 008 093

Senske, Al H.

Parochial Education: Responding to God's Now.
Pub Date 21 Oct 75

Note—16p.; Paper presented to CACE (Milwaukee, Wisconsin, October 21, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Change, Elementary Secondary Education, *Enrollment Trends, *Parochial Schools, *Religious Education, *Socioeconomic Influences

The speaker provides an overview of some of the socioeconomic factors that are influencing people in the United States and a list of changes that some parochial schools are making to adapt to the changing conditions in the society. (IRT)

ED 120 941 EA 008 095

Salary Report Number 2: Principals and Assistant Principals. Administrative Information Report.
National Association of Secondary School Principals, Reston, Va.

Pub Date Apr 76

Note—9p.; A related document is EA 007 908
Available from—NASSP Office of Professional Assistance, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, orders of less than \$5.00 must be prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Assistant Principals, Elementary Secondary Education, *Principals, *Salaries, *Tables (Data)

This report, prepared from data supplied by Educational Research Service, Inc., deals specifically with 1975-76 comparative data about salaries paid to principals and assistant principals in approximately 700 public school districts. Section 1 compares the lowest and highest 1975-76 salaries paid to principals and assistant principals, using school district enrollment stratum as a comparative factor. Section 2 discloses a similar comparison of salaries paid, using per-pupil-expenditure in the school system as a factor for comparison. Section 3 contains a trend analysis of salaries paid to a selected group of administrators using data from 1974-75 and 1975-76. Caution should be used when drawing inferences from survey data because of the sampling variance associated with studies of this type. (Author)

ED 120 942 EA 008 101

Gingold, William

The Effects of Physical Environment on Children's Behavior in the Classroom.

Pub Date 71

Note—197p.; Photographs on pages 140-163 may reproduce poorly

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Acoustics, Behavioral Science Research, Educable Mentally Handicapped, Elementary Secondary Education, Environment, *Environmental Criteria, *Environmental Influences, Illumination Levels, Interior Space, *Physical Environment, Special Education, Thermal Environment

No significant difference of student-concrete physical environment interaction occurred with a change in physical environment. A test was made on five null hypotheses related to the change of physical environment and (1) student-concrete physical environment interaction; (2) environmental preference by students; (3) student attending behavior; (4) student movement within the classroom; and (5) student-concrete physical environment interaction relationship to temperature, humidity, atmospheric pressure, sound level, and illumination level. All data recording and collecting procedures were made through classroom visitations and observations in classes that involved academic subjects. Subjects for the study consisted of 230 elementary and junior high age

students located in three separate school facilities in Wisconsin. Forty of these subjects were educable mentally retarded children. All students had been in an "old" structure for at least a month before moving to a "new" structure. Other factors remained constant: classroom unit composition, curricula, teachers, and general time schedule. (Author/MLF)

ED 120 943 EA 008 102

French, Larry L.

The SECOND School Administrators Legal Handbook.

Pub Date 75

Note—161p.; Handbook for the 1975 Oklahoma School Law Institute. For chapters of the document, see EA 008 103-112

Available from—University of Oklahoma College of Law, Continuing Legal Education, 630 Parrington Oval, Norman, Oklahoma 73069 (\$12.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Administrative Personnel, *Boards of Education, Collective Bargaining, Court Litigation, Elementary Secondary Education, *Legal Responsibility, Sex Discrimination, Student Publications, Student Records, *Supreme Court Litigation, Suspension, Teacher Dismissal

Identifiers—*Oklahoma

This handbook is not necessarily meant to be a lawbook, but rather a manual to be used in the field prior to the need for a lawyer. It is specifically designed to assist the school administrator and the board of education in dealing with students, teachers, staff personnel, and patrons. It essentially updates many of the topics covered in the original handbook, specifically dealings with teachers, student due process and discipline, impediments, tort liability, and school board general recommendations. The handbook also covers collective bargaining, student records, sex discrimination and Title IX, and student publications. (Author/IRT)

ED 120 944 EA 008 103

French, Larry L.

Teacher Termination: Revisited.

Pub Date 75

Note—11p.; Chapter 1 of The SECOND School Administrators Legal Handbook, EA 008 102

Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Administrative Personnel, *Contracts, *Court Litigation, *Due Process, Elementary Secondary Education, Federal Court Litigation, Probationary Period, *Teacher Dismissal, Teacher Evaluation, Teachers, Tenure

This chapter deals with the administrator's responsibilities in teacher termination. It examines the specifics of due process, evaluation of the teacher prior to termination action, tenure, probationary periods, contractual stipulations, and state and federal court action. (IRT)

ED 120 945 EA 008 104

French, Larry L.

The New Student Suspension System.

Pub Date 75

Note—15p.; Chapter 2 of The SECOND School Administrators Legal Handbook, EA 008 102

Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Administrative Personnel, *Court Litigation, *Discipline, *Due Process, Elementary Secondary Education, Student Behavior, Students, Supreme Court Litigation, *Suspension

Identifiers—*Goss v Lopez

This chapter deals with due process in student suspensions, including the implications of the Goss v. Lopez decision. In the Goss case, the Court essentially said that prior to the imposition of any suspension an informal hearing must occur in which the student charged has the opportunity to present his side of the controversy and thereupon receive a fair determination. Further, if found guilty, the student is due a fair and reasonable imposition of punishment. The chapter also discusses the drafting of student codes and the possible appeals to findings of the informal hearings. (Author/IRT)

ED 120 946 EA 008 105

French, Larry L.

School Official Liability: Wood v. Strickland.

Pub Date 75

Note—10p.; Chapter 3 of The SECOND School Administrators Legal Handbook, EA 008 102
Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Administrative Personnel, *Boards of Education, Civil Liberties, Due Process, Elementary Secondary Education, Federal Court Litigation, *Legal Responsibility, Students, Supreme Court Litigation

Identifiers—*Wood v Strickland

In Wood v. Strickland, the Supreme Court held that a school board member is not immune from liability for damages if he knew, or reasonably should have known, that the action he took within his sphere of official responsibility would violate the constitutional rights of the student affected; or, if he took the action with the malicious intention to cause a deprivation of constitutional rights or other injury to the student. This is not a change in the Court's position, as it has always been the case that if one can establish "bad faith" or "malicious intent," then one substantiates a cause for compensatory and perhaps punitive award. Further, if one can establish that an official took action when he knew of his own mind that such action would violate the constitutional rights of a person, then one has met the burden of proof. The Court also indicated, however, that there must be a degree of "immunity" allowed if the work of the schools is to go forward and the "immunity" must be such that public school officials understand that action taken in the good faith fulfillment of their responsibilities and within the bounds of reason will not be punished. (Author/IRT)

ED 120 947 EA 008 106

French, Larry L.

Student Publications: Jacobs.

Pub Date 75

Note—7p.; Chapter 4 of The SECOND School Administrators Legal Handbook, EA 008 102

Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Civil Liberties, *Federal Court Litigation, Secondary Education, *Student Publications, Students, Supreme Court Litigation

At least for non-school-sponsored publications, prior restraints on student expression violate the First Amendment. School rules regulating content and manner of distribution of student publications must be precisely drawn, subject to the effect of the Supreme Court's refusal to consider the merits of Jacobs v. Board of School Commissioners. (Author/IRT)

ED 120 948 EA 008 107

French, Larry L.

Temporary Disabilities and Title VII.

Pub Date 75

Note—12p.; Chapter 5 of The SECOND School Administrators Legal Handbook, EA 008 102

Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—Due Process, Elementary Secondary Education, *Federal Court Litigation, *Leave of Absence, *Supreme Court Litigation, Teachers

Identifiers—*Civil Rights Act 1964 Title VII

As a result of recent court litigation, it seems that a school district may require that the employee immediately notify the district of her state of pregnancy and of the intended beginning of her leave, that the employee furnish a doctor's statement as to her physical well-being and ability to continue work, that she begin her leave with sufficient lead time in order to allow the district to contract with a substitute, that the employee not return to work until the commencement of the term immediately following delivery, that the teacher provide a doctor's statement of her physical well-being prior to her return, and that the employee provide a statement of intent to return following her delivery. (Author/IRT)

ED 120 949 EA 008 108

French, Larry L.

School Board Meeting Management.

Pub Date 75

Note—14p.; Chapter 6 of The SECOND School Administrators Legal Handbook, EA 008 102 Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Boards of Education, Diaries, Elementary Secondary Education, *Meetings

The importance of official school board minutes cannot be overemphasized in these times involving numerous litigable issues and controversies. The sole evidence as to what exactly occurred during a school board meeting is found in such minutes. Accordingly, it is appropriate to provide assistance to the school superintendent or designated administrative official who is responsible for organizing and conducting regular and/or special school board meetings during the course of the fiscal year. Important considerations are the time and place of the meetings, the agenda, the minutes, and the meeting's rules of procedure. (Author/IRT)

ED 120 950 EA 008 109

French, Larry L.

Negotiations: 1975.

Pub Date 75

Note—22p.; Chapter 7 of The SECOND School Administrators Legal Handbook, EA 008 102 Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—Boards of Education, *Collective Bargaining, Elementary Secondary Education, *Negotiation Impasses, *Nonprofessional Personnel, *Principals, Teacher Associations
Identifiers—*Oklahoma

This chapter examines the current state of collective bargaining in Oklahoma. It gives particular attention to procedural agreements, principals, nonprofessional personnel, and mediation. (IRT)

ED 120 951 EA 008 110

French, Larry L.

"The Access to Student Records Act" (The Buckley Amendment - H. R. 69).

Pub Date 75

Note—26p.; Chapter 8 of The SECOND School Administrators Legal Handbook, EA 008 102 Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—Elementary Secondary Education, Federal Legislation, Higher Education, Information Storage, Parents, Recordkeeping, *Student Records

Identifiers—*Buckley Amendment, Family Educational Rights and Privacy Act

This chapter examines the main aspects of the Buckley Amendment, giving special attention to the definition of "educational record" and to the ten instances in which an institution may release information about a student without the student's consent. (IRT)

ED 120 952 EA 008 111

Tinney, Michael B.

An Overview of the Application of the Public Competitive Bidding Statutes to School Districts Within the State of Oklahoma.

Pub Date 75

Note—19p.; Chapter 9 of The SECOND School Administrators Legal Handbook, EA 008 102 Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Bids, Boards of Education, Elementary Secondary Education, Expenditures, *Purchasing, Schools, *State Legislation

Identifiers—*Oklahoma

After a brief overview of legislation on school district competitive bidding in Oklahoma, the author presents a section-by-section discussion of portions of the Public Competitive Bidding Act of 1974. (IRT)

ED 120 953 EA 008 112

French, Larry L.

Nondiscrimination on Basis of Sex. . . (Title IX).

Pub Date 75

Note—17p.; Chapter 10 of The SECOND School Administrators Legal Handbook, EA 008 102 Available from—Not available separately, see EA 008 102

Document Not Available from EDRS

Descriptors—*Admission (School), Athletic Programs, Elementary Secondary Education, *Equal Opportunities (Jobs), Federal Aid,

*Federal Legislation, Higher Education, Physical Education, *Physical Education Facilities, *Sex Discrimination

Identifiers—*Educational Amendments 1972 Title IX

After a brief overview of the history and development of Title IX of the Educational Amendments of 1972, the author discusses the impact of the final regulations on five areas of concern to recipients of federal financial assistance for educational programs and activities. The five areas are the institutions covered by the regulations, admission of students, treatment of students, employment practices, and enforcement procedures. Numerous examples are given. (IRT)

ED 120 954 EA 008 115

Blackhe, Charles L. Sweeney, John M.

Cost-Effective Analysis in Education.

Pub Date Feb 76

Note—42p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conceptual Schemes, *Cost Effectiveness, Educational Accountability, Educational Administration, Elementary Secondary Education, Evaluation Methods, *Management Systems, *Models, *Program Descriptions

Identifiers—Michigan, *Project Turnkey

This paper describes and discusses a number of conceptual approaches and models for determining the cost-effectiveness of educational programs. Section 1 first discusses a number of conceptual models and designs related to cost-effectiveness analysis in education and then describes several specific cost-effectiveness models that have been recently developed and applied in education. Section 2 offers a detailed description of Project Turnkey, a three-year effort to implement a comprehensive cost-effectiveness model for use in connection with Michigan's compensatory education reading program. (JG)

ED 120 955 EA 008 117

Becker, Harry A.

Mechanisms for Resolving Collective Bargaining Impasses in Public Education.

Pub Date 21 Feb 76

Note—18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Arbitration, Boards of Education, *Collective Bargaining, Conflict Resolution, Grievance Procedures, Legislation, Negotiation Agreements, *Negotiation Impasses, Public Education, School Law, Teacher Associations, Teacher Militancy, *Teacher Strikes

Identifiers—*Binding Arbitration, Fact Finding, Mediation

In the field of education, the impasses that have occurred in collective bargaining for a contract have been resolved sooner or later—in one way or another. If a due process for settling the impasse has not been provided, both legal and illegal actions will take place in the attempt to force a more favorable settlement. Mediation, fact finding, and arbitration are the major mechanisms for resolving impasses. Arbitration is potentially the most valuable third-party mechanism for settling disputes. Arbitration is essentially a judicial proceeding. After holding hearings, the arbitrators render a decision, called an award, that spells out what action is to be taken with regard to each of the issues in the dispute. Compliance with the award is compulsory in binding arbitration; however, compliance is optional in nonbinding arbitration. Only a few states provide for some form of binding arbitration to settle collective bargaining impasses. Legalizing strikes in public education does not provide an effective due process for settling impasses. Legislation should be enacted to provide binding arbitration as the final step in settling collective bargaining impasses. (Author/MLF)

ED 120 956 EA 008 119

Blackwell, Laird R. And Others

Student Control and Choice: Some Theoretical Assumptions and Cautions Based Upon Research.

Pub Date Apr 76

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Educational Alternatives, Educational Research, Elementary Education, *Field Studies, *Open Education, Self Directed Classrooms, *Self Directed Groups, Self Esteem, Student Interests, *Student Motivation

This paper analyzes some of the educational assumptions that underlie the use of free-choice situations in the classroom and describes a study that examined the effects of giving students control over their curriculum. Subjects for the study were 38 fourth- and fifth-grade-students in a low-income school. Students were divided into two groups that were matched according to the students' age, sex, and initial achievement level in math. Students in the free-choice group were allowed to select problems at whatever level of difficulty they wanted; students in the yoked control group were given problems of preselected difficulty. Results of the study indicate that allowing students to choose their own curriculum might have more positive effects on attentional and affective levels than on academic performance. (Author/JG)

ED 120 957 EA 008 120

Muth, Rodney

Problems of Management and Governance in a Mid-Career Fellowship Program.

Pub Date Apr 76

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Chart on page 6 may not reproduce clearly due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Organization, *Administrative Problems, *Administrator Education, *Consortia, Cooperative Programs, Educational Administration, *Experimental Programs, Governance, Guidelines, Higher Education, Management

Identifiers—*National Program for Educational Leadership, NPEL

This paper examines the problems of management and governance that developed during the course of the National Program for Educational Leadership (NPEL), an experimental four-year project that recruited and trained 62 noneducators for leadership positions in educational organizations. NPEL students were assigned to one of eight participating universities around the nation; national headquarters for the consortium was established at Ohio State University, where one of the training sites was also located. Most of the management problems that plagued the NPEL resulted directly or indirectly from the difficulty of planning and coordinating the efforts of eight autonomous and geographically distant universities. After discussing the particular management problems that became apparent during the NPEL, the author offers some suggested guidelines for avoiding such problems in future multiuniversity programs. (JG)

ED 120 958 EA 008 121

Colton, David L.

The Influence of an Anti-Strike Injunction.

Pub Date 21 Apr 76

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Board of Education Policy, *Case Studies, Collective Bargaining, *Court Litigation, Elementary Secondary Education, Employer Employee Relationship, *Labor Problems, Models, Political Power, Teacher Associations, *Teacher Strikes

Identifiers—*Missouri (Saint Louis)

This study broadens the base of judicial impact studies in education, extends a theoretical model appropriate for such studies, and suggests implications for policy and practice in the area of public sector labor relations, particularly with reference to the use of antistrike injunctions. Focal point for the study is an examination of the 1973 teacher strike in St. Louis, where teachers defied an antistrike injunction for four weeks. In his discussion, the author utilizes the French-Raven social power model to describe the Board of Education's efforts to mobilize judicial power against the teachers, the teacher organization's efforts to neutralize the board's strategy, and the outcomes of these efforts. (Author/JG)

ED 120 959 EA 008 122
 Kallos, Daniel Lundgren, Ulf P.
 Lessons from a Comprehensive School System for
 Theory and Research on Curriculum.

Pub Date 20 Apr 76

Note—80p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Case Studies (Education), Comprehensive Programs, *Curriculum Development, *Curriculum Research, *Educational Change, *Educational History, Educational Theories, Elementary Secondary Education, Organization, Political Influences, Social Influences, Teaching
 Identifiers—Sweden

In this presentation, the authors attempt to approach the field of curriculum theory, development, innovation, and planning from the perspective of the basic principles of pedagogics. The authors use Sweden's development of a comprehensive school system as a case study of curriculum planning and development. This case study serves as an illustration of the basic issues discussed, but not as a normative model of curriculum planning and development. Through the use of this example, the relations between demands in the society, educational research, and curriculum on a concrete level are demonstrated. The first section deals with the development of the new school system and a new curriculum in Sweden, the second with pedagogical research and the Swedish curriculum reform, and the third with the foundations for curriculum theory and research. (Author/IRT)

ED 120 960 EA 008 123
 Marrs, John D.
 Attitudes Toward the Cluster Plan in the Lansing,
 Michigan, Public Schools.

Pub Date Apr 76

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Community Surveys, *Educational Objectives, Educational Policy, *Educational Quality, Elementary Secondary Education, Parent Attitudes, *School Integration, Student Attitudes, Teacher Attitudes
 Identifiers—*Cluster Plan, Michigan (Lansing)

This publication summarizes results of a survey designed to measure the attitudes of elementary school students, parents, teachers, and support staff toward the objectives and performance of the Lansing (Michigan) public schools. The survey was designed to measure the impact on public attitudes of a multischool "cluster" integration plan involving 13 elementary schools. Data were gathered from interviews with parents and from survey questionnaires completed by staff members and students from 13 "cluster" schools, 28 schools whose indigenous population is integrated, and 6 schools with a disproportionate percentage of either minority or non-minority students. The study involved a total of 4,102 respondents, including 1,772 students, 1,249 parents, 540 teachers, and 541 support personnel. (JG)

ED 120 961 EA 008 124
 Gaynor, Alan K.
 The Multidimensional World of the School Principal.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Administrative Personnel, *Administrator Role, Elementary Secondary Education, Factor Analysis, *Principals, *Role Models, *School Administration, Statistical Analysis, *Task Analysis
 Identifiers—*School Principals Task Inventory, SPTI

While much research has been done on the administrative style of school principals, it has concentrated mainly on how the principal does what he does. This study investigated the content dimensions of the principal's role in response to the need for research on the impact of evolving environments on the changing role of school principals and the need for new understandings and

tools to support staff development of school principals. The School Principals Task Inventory (SPTI I), an initial 52-item instrument, was prepared and submitted to graduate students in education. Based on a factor analysis of the responses, a revised instrument, SPTI II, was prepared and administered to a new sample of graduate students in education. Stability of the factors was tested by analyzing the extent that the 34 retained items on SPTI II clustered similarly to the items on SPTI I. Of 12 factors that emerged from analysis of responses to SPTI I, 7 appeared in essentially the same form among the 10 factors constituting the subscales of SPTI III, a refined 46-item subset of SPTI II. (Author/JG)

ED 120 962 EA 008 125
 Weinman, Janice J. Wolner, Theodore
 Post-Bureaucratic Organization and Educational Innovation.

Pub Date Apr 76

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Boards of Education, *Bureaucracy, *Case Studies, Community Agencies (Public), Educational Change, *Educational Innovation, *Educational Planning, Elementary Secondary Education, Innovation, Management, Models, Organization, *Organizations (Groups), Problem Solving, School Systems, Specialists
 Identifiers—New York (New York), New York City Public Schools

The principles of structure and procedure for innovative organizations articulated by both post-bureaucratic essayists and the organization theorists of innovation are identified. The conditions necessary to generate innovation—small, collegial, problem-solving groups; autonomy of line professionals; separation of planning from the process of management, and experimental models—are first analyzed in a theoretical context. The relevance of the conclusions drawn is then tested by examining their applicability in one traditional bureaucratic service organization—the New York City Board of Education. (Author)

ED 120 963 95 EA 008 126
 A Study of Late Funding of Elementary and
 Secondary Education Programs. Final Report.
 Peat, Marwick, Mitchell and Co., Washington,
 D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Feb 76

Contract—OEC-300-75-0211

Note—170p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Educational Finance, Elementary Secondary Education, *Federal Aid, *Federal Programs, Federal State Relationship, *National Surveys, Program Descriptions, Questionnaires, School Districts, State Departments of Education, *Tables (Data)

Identifiers—*Office of Education, USOE
 This publication presents findings of a nationwide study of the impact of late or uncertain funding on elementary secondary educational programs funded by the U.S. Office of Education (USOE). Emphasis of the report is on detailed documentation of the problems created by current funding flow patterns to state and local education agencies. In phase one of the study, a catalog was prepared that provides detailed information on each USOE elementary and secondary program for fiscal year 1975. A discussion of the catalog is presented in section 3, and the complete catalog is presented in the appendix. Phase two involved a nationwide telephone survey of 20 state education agencies (SEAs) and 400 local education agencies (LEAs) to obtain structured evaluations of the impact of late and uncertain funding. The survey results, which are presented in section 4, were both quantitatively and qualitatively analyzed. In phase three, site visits were conducted at 10 SEAs and 24 LEAs to conduct more detailed interviews and to review program records. These results are presented in section 5. In addition, extensive interviews were conducted with representatives of congressional committee members and representatives of professional associations in education,

as well as with USOE staff members.
 (Author/JG)

ED 120 964 EA 008 127

Mullen, David J.

Evaluation: A Win-Win Way Through MBO.

Pub Date 76

Note—15p.

Journal Cit—The Georgia Principal; v12 n2 pp4-17 Win 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Administration, *Educational Objectives, Elementary Secondary Education, *Employer Employee Relationship, *Evaluation, Evaluation Methods, *Management by Objectives, Management Systems, Objectives, Performance, Planning

Management by Objectives (MBO) can assist schools in clarifying the purposes of education. This management technique entails measuring demonstrable results to determine whether predetermined goals and objectives have been met. Evaluation under MBO need not put participants on the defensive; it does not necessitate a negative approach like management evaluation systems of the win-lose variety. Instead, it enables the superordinate to evaluate the subordinate in positive terms because the subordinate had a part in setting goals and objectives for himself. Management by Objectives should be implemented in a school system from the top down in order to ensure that everyone is equally involved. Key results areas, or areas of functional responsibility, must be determined. Participants must decide who is responsible to whom (span of control). Once key results areas and the span of control have been set, objectives and goals are defined. This document includes a plan for the implementation of MBO, as well as specific examples of objectives and evaluation methods. (DS)

ED 120 965 EA 008 128

Brown, Calvin L.

Schooling and Learning.

Pub Date 76

Note—12p.

Journal Cit—The Georgia Principal; v12 n2 pp18-28 Win 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, *Educational Research, Educational Resources, Elementary Secondary Education, *Input Output Analysis, Literature Reviews, School District Spending, *Socioeconomic Background, *Teacher Characteristics

Numerous studies have investigated the relationship between educational resources and learning. Many researchers have used the production function form of input-output analysis in an attempt to determine the relationship between certain output indicators (e.g., reading achievement) and certain inputs (e.g., pupil-teacher ratio). Measures of input are often separated into socioeconomic characteristics and school characteristics. Evidence tends to support the contention that the accomplishments of schools are limited by the socioeconomic background of their students. However, the interest of educators centers primarily on school resource variables, since only they can be affected by educational practice and policy. Generally, teacher characteristics appear to be the most important school-related determinants of school output. For example, Brown's study of 183 Georgia school districts indicated that highly productive districts tended to spend more for instruction; since teacher salaries account for most of this budget category, these findings lend credence to the hypothesis that achievement is probably a function of teacher quality. (Author/JG)

ED 120 966 EA 008 129

Matthews, Kenneth M.

The Principal and Student Achievement.

Pub Date 76

Note—11p.

Journal Cit—The Georgia Principal; v12 n2 pp29-38 Win 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, *Administrator Role, Change Strategies, Educational Improvement, Educational Research, Elementary Secondary Education, *Models, *Principals, Student Motivation, *Teacher Administrator Relationship, Teacher Motivation

Before planning leadership strategies for improving student achievement, principals need to identify the factors that affect achievement and determine how they affect it. Model 1 shows that strategies to improve student achievement should consider four key factors: (1) students' inherited capacity to learn, (2) students' learning experiences, (3) students' desire to achieve in school, and (4) students' self-concepts of their academic abilities. Principals' efforts to influence teachers to improve student achievement should be directed at essentially these same variable factors. Studies show that teachers' perceptions of the value principals place on student achievement affects teachers' efforts to improve student achievement. Model 2 shows that the principal will be most effective in motivating teachers to stress student achievement when teachers have positive attitudes toward the principal and believe he values achievement highly. A similar relationship may hold for teachers' effectiveness in motivating students. Model 3 integrates the relationships shown in models 1 and 2 to illustrate how principals may affect student achievement by focusing their resources on key variables. (Author/JG)

ED 120 967 EA 008 130

Energy Conservation for Schools.

Ontario Dept. of Education, Toronto.

Report No.—74-75/4166

Pub Date 75

Note—26p.

Available from—Ontario Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto, Canada M7A 1L2

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Architectural Programming, Board of Education Policy, Building Design, Building Operation, Climate Control, *Cost Effectiveness, *Energy Conservation, Equipment Maintenance, *Facility Guidelines, *Facility Requirements, Fuel Consumption, Lighting, Mechanical Equipment, Standards

Identifiers—Canada, Heat Recovery Systems, Insulation, *Life Cycle Costing

Information intended for those concerned with the administration, planning, financing, operation, and maintenance of school facilities applies to both new and existing building. An examination of motivation and policies relating to energy conservation is followed by the methods used for quantitative assessment of energy savings relative to extra capital cost and operating personnel cost. Architectural decisions in designing new facilities that determine the basic energy-use patterns involved in operation are described. Available methods and equipment that can be used for energy conservation are identified. An assessment is made of available methods and equipment in terms of potential and usefulness in saving energy, first cost, reliability, degree of complexity, and requirements for operating staff. (Author/MLF)

ED 120 968 EA 008 132

Smith, Paul J.

A Review of Literature Pertaining to the Year-Round School and Its Implications for the Macomb Community Unit District Number 185, K-12, Macomb, Illinois. Bibliography Revised 1974.

Pub Date 70

Note—70p.; Bibliography may reproduce poorly due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Achievement, *Bibliographies, *Economic Factors, Elementary Secondary Education, Experimental Programs, Extended School Year, *Literature Reviews, Student Attitudes, Teacher Attitudes, *Year Round Schools

This paper reviews the literature pertaining to the economic feasibility, public acceptance, and learning outcomes of year-round schools. Although much of the discussion is applicable to public schools throughout the United States, the author is mainly concerned with determining the suitability of a year-round school plan for the small Illinois school district of Macomb. Information for the study was obtained primarily from books, monographs, periodicals, Educational Resources Information Center (ERIC) microfiche, and materials provided by school districts currently operating year-round schools. A variety of year-round plans are considered, including a three-quarter system plus a voluntary

summer program, a three-quarter system plus a summer program for professional personnel, a staggered four-quarter system with each student attending three quarters, a four-quarter system with 48 weeks of school for all students, and an overlapping 45-15 four-quarter system. A fairly extensive bibliography of publications related to year-round schools is also included. (JG)

ED 120 969 95 EA 008 135

Lipham, James M., Ed.

A Candid Discussion of the Issues in Education.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Bull-6007

Pub Date 75

Note—180p.; Chapters of this document are EA 008 136-147

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Educational Alternatives, *Educational Assessment, *Educational Planning, Educational Policy, *Educational Problems, Elementary Secondary Education, *Futures (of Society), Models, Policy Formation, Problem Solving, State Departments of Education

Identifiers—*Wisconsin

A collection of papers on particular issues commissioned by the chief state school officer in Wisconsin reassesses education—the state of the art and the future direction in general. Issues selected for discussions are those that highlighted the majority of the superintendent's discussions with lay people while campaigning for office and considering the future of public education in the state. Selected knowledge individuals formulate and present their candid discussion of the issues and suggest alternatives for the future. Before suggested policy decisions are established, however, the following decision-making model is utilized in the Department of Public Instruction: (1) define the problems or issues, (2) identify different points of view, (3) collect all relevant information, (4) analyze and interpret information, (5) disseminate all information and the alternative solutions, (6) sample preferences to alternative solutions, (7) announce decisions, and (8) evaluate effectiveness of action. The commissioning of the issue papers encompasses the first five steps of the planning model. (Author/MLF)

ED 120 970 95 EA 008 136

Lipham, James M.

An Overview of the Issues.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—3p.; Chapter 1 of A Candid Discussion of the Issues in Education EA 008 135

Available from—Not available separately; see EA 008 135

Document Not Available from EDRS

Descriptors—*Abstraction Levels, *Comparative Analysis, Educational Alternatives, Educational Assessment, Educational Planning, *Educational Problems, Futures (of Society), *Methods, Problem Solving, State Departments of Education, *Time Perspective

Identifiers—Wisconsin

The introductory chapter considers how the major education issues treated came to be defined and what operational processes were utilized to address the issues. Then, some observations and generalizations are made concerning the varying perspectives and approaches utilized by the authors in attacking the issues. To assist readers in relating to the issues and their proposed solutions, the analytic schema, level of generality, and time frame used by the authors are considered. Since the functional view of education serves as the basis for organizing the content and for ordering the chapters, the major functions in education are identified as (1) the instructional program, (2) student personnel, (3) staff personnel, (4) school-community relationships, (5) administrative organization, and (6) financing education. The relationship of each paper to the major functions is summarized. (Author/MLF)

ED 120 971 95 EA 008 137

Burke, David

Early Childhood Education.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—19p.; Chapter 2 of A Candid Discussion of the Issues in Education, EA 008 135

Available from—Not available separately; see EA 008 135

Document Not Available from EDRS

Descriptors—*Child Development, Day Care Services, *Early Childhood Education, Educational Alternatives, *Educational Assessment, *Educational Planning, Educational Policy, *Educational Problems, Futures (of Society), Human Services, Kindergarten, Models, Social Problems

Identifiers—Wisconsin

Material bearing on the educational and social policy of early childhood education is summarized and a set of policy options and a recommendation are offered. An attempt is made to clarify the questions around which disagreements occur concerning the meaning and value of "education" in relation to young children. A history section treats ideas and programs in early childhood education and presents a perspective on the programs in relation to major social institutions. The various current programs for young children are analyzed; certain factors in the sociopolitical context that affect early childhood programming identified; and the relationship between research and educational and social policy development considered. A section on policy options notes the pros and cons of a major commitment by schools to early childhood education, then presents alternative models for educational policy and program implementation. The article concludes with a discussion of the preferred option. (Author/MLF)

ED 120 972 95 EA 008 138

Meister, Ellen H.

Career Education.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—12p.; Chapter 3 of A Candid Discussion of the Issues in Education, EA 008 135

Available from—Not available separately; see EA 008 135

Document Not Available from EDRS

Descriptors—*Career Education, *Change Strategies, Educational Alternatives, *Educational Assessment, *Educational Change, *Educational Planning, Educational Policy, Federal Aid, School Community Relationship, State Departments of Education, Vocational Education

Identifiers—Wisconsin

Career education became a force for educational change in 1971 when the federal government provided the initiative and "seed" money to develop career education models in each state. The response of school systems and its implications are explored in this article. The first section focuses on the definition of career education as an outgrowth of initiative for educational reform. A brief historical perspective on career education includes three major reasons for its rapid growth: (1) social and economic conditions; (2) theoretical and practical work on various elements that combined naturally with the concept; and (3) the change strategy used for the development, diffusion, and adoption of career education was effective in securing widespread participation. Some general ways of knowing whether the career education thrust is making any difference in terms of students, educational implementation, and society are cited; external and internal assessment guidelines described and analyzed; and strategies considered for moving the concept toward an operational form. (Author/MLF)

ED 120 973 95 EA 008 139

Skaar, Gerald O. Goodridge, Charles G.

Community Involvement in Education.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.; Chapter 4 of A Candid Discussion of the Issues in Education, EA 008 135

Available from—Not available separately; see EA 008 135

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), *Community Involvement, Educa-

tional Alternatives, Educational Assessment, Educational Objectives, *Educational Planning, Learning Processes, Models, *Public Relations, *School Community Relationship, *School Environment, State Departments of Education

Identifiers—Wisconsin

The issue addressed is that of developing effective relationships between the schools and the community. The need for community involvement is explicated and the goals of community involvement are outlined. A theoretical basis for community involvement is presented, followed by the presentation of a model of home-school-community relationships. The components of the model are examined in detail and suggestions made for improving these relationships through the use of the model. The relationship between the learning process and the environment is examined, and methods for investigating the environment are presented. Relevant research is quoted to support the ideas presented. A section specifically related to research follows the discussion of involvement and participation, including a study of community involvement in Wisconsin schools. A model of the processes included in community involvement is presented. The chapter concludes with some recommendations for improving the nature and extent of community involvement in education. (Author/MLF)

ED 120 974 95 EA 008 140

Annett, Larry D.
Alternative Schools.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—12p.; Chapter 5 of A Candid Discussion of
the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—*Accreditation (Institutions), *Ad-
ministrative Organization, *Alternative Schools,
Court Litigation, *Educational Alternatives,
Educational Assessment, Educational Planning,
Models, School Administration, School Law,
State Departments of Education

Identifiers—Wisconsin

A model is presented for the categorizing of al-
ternative schools, then the nature of the free
school, which represents the essence of the alter-
native school movement, is examined. Strengths
and weaknesses of court, legislative, and adminis-
trative approaches to resolve governance issues
are set forth. This is followed by an analysis of
three possible futures for the role of the Depart-
ment of Public Instruction (DPI) for dealing with
alternative schools: discourage, ignore, or sup-
port. The paper concludes with a consideration of
some steps that should be taken if the DPI as-
sumes a supportive stance. (Author/MLF)

ED 120 975 95 EA 008 141

Hansen, Lee H. And Others
Educational Assessment.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—28p.; Chapter 6 of A Candid Discussion of
the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—*Academic Achievement,
*Academic Standards, Educational Alternatives,
*Educational Assessment, *Educational
Objectives, *Educational Planning, Evaluation
Methods, Models, State Departments of Educa-
tion

Identifiers—Wisconsin

A perspective of state assessment, state goal-
setting, and state standards adoption is presented.
Relationships among these three concepts are
noted and the relationship of all three to a system
orientation is explored. The recent history of na-
tional and state assessment is documented. Atten-
tion is given in this historical overview to the
manner in which some states have treated such
issues as the relationship of state goals to assess-
ment efforts, the development of performance
objectives, and the selection of instrumentation.
Particular attention is devoted to a review of the
last three years of state assessment in Wisconsin.

In the final section of the paper four alternative
futures for state assessment in Wisconsin are
presented, along with the description of the cli-
mate most likely to be conducive to an effective
assessment program. (Author/MLF)

ED 120 976 95 EA 008 142

Harkins, Arthur M.

Humanizing and Individualizing Education.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—15p.; Chapter 7 of A Candid Discussion of
the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—*Educational Alternatives, Educa-
tional Assessment, *Educational Objectives,
Educational Planning, *Futures (of Society),
*Humanization, *Individualized Instruction

Identifiers—Wisconsin

This paper attempts to demonstrate the im-
portance of control in the experimental design of
alternative sociocultural and educational futures,
leading to expanded or contrasted opportunities
for generalized and individualized education. This
is accomplished through the further explication of
theoretical, value/design, and research ap-
proaches, and through the development of six
ideologically "mixed" types of sociocultural/edu-
cational scenarios. The scenarios are intended to
provoke thought about critical input-output
characteristics of human societies where formal
educational activities are the focus. (Author/MLF)

ED 120 977 95 EA 008 143

Slagle, Allen T.

In-Service Education.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—20p.; Chapter 8 of A Candid Discussion of
the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—*Educational Alternatives, *Educa-
tional Assessment, *Educational Planning, *In-
service Teacher Education, Models, Profes-
sional Associations, School Law, State Depart-
ments of Education, Teacher Associations,
*Teacher Improvement

Identifiers—Wisconsin

This paper deals with the inservice education
of teachers by first defining the concept and
presenting a brief history of inservice education.
The prospects for change in inservice education
are traced. Wisconsin documents relevant to in-
service education are summarized, including the
law, the administrative code, a task force report,
and a position paper on inservice education. Ex-
periences of other states and the stances taken by
professional educational associations regarding in-
service education are presented as a backdrop for
four alternative models for inservice education:
(1) the recertification model, (2) the regional
educational center model, (3) the direct service
model, and (4) the professional or accreditation
model. The chapter concludes with a recom-
mended future plan for inservice education in
Wisconsin. (Author/MLF)

ED 120 978 95 EA 008 144

Feinsinger, Nathan P. Roe, Eleanor J.

Teacher Collective Negotiations.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—10p.; Chapter 9 of A Candid Discussion of
the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—Arbitration, *Collective Negotia-
tion, Educational Alternatives, Educational As-
sessment, Educational Planning, *Negotiation
Impasses, School Law, *State Departments of
Education, *State Legislation, Teacher As-
sociations, *Teacher Strikes

Identifiers—Wisconsin

The recent increase in the number of teacher
strikes following an impasse or stalemate in con-
tract negotiations has led to a reevaluation of the
role of State Educational Agencies (SEA) in such
situations, in Wisconsin and elsewhere. The paper
summarizes statutory framework governing the
role of the Wisconsin Department of Public In-
struction (DPI) and the statutory framework in
Wisconsin and other states governing teacher
negotiations. The legal framework and the prac-
tice in several states are examined in disputes
arising out of teacher collective negotiations; then
the SEA roles in general are considered. The
final section summarizes proposed Wisconsin
legislation providing procedures to resolve
negotiation impasses in the public sector.
(Author/MLF)

ED 120 979 95 EA 008 145

Jacobson, Donald And Others

The Cooperative Educational Service Agency.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—20p.; Chapter 10 of A Candid Discussion
of the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—Administrative Organization, *Edu-
cational Alternatives, *Educational Assessment,
Educational Coordination, *Educational
Planning, Inservice Teacher Education, Instru-
ctional Materials Centers, Interagency Coordina-
tion, Interinstitutional Cooperation, *Inter-
mediate Administrative Units, Regional
Cooperation, School District Autonomy,
School Organization, School Services, Special
Education, State Departments of Education,
*State School District Relationship

Identifiers—Wisconsin

In order to achieve an understanding of the
present and future role of the Cooperative Educa-
tion Service Agency (CESA), in Wisconsin,
this chapter first places the development of that
agency in its historical perspective. The programs
and services CESAs provide today, as well as
those they could provide, are then set forth in
some detail. Next, the CESA is viewed from the
local district viewpoint. Orientations and func-
tions of CESA are then explored in order to
present a set of recommendations for the future
direction of CESAs in Wisconsin. (Author/MLF)

ED 120 980 95 EA 008 146

Hooker, Clifford P.

Federal Aid to Education.

Wisconsin State Dept. of Public Instruction,
Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—11p.; Chapter 11 of A Candid Discussion
of the Issues in Education, EA 008 135

Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—Comparative Analysis, Educational
Alternatives, Educational Assessment, *Educa-
tional Finance, Educational Planning, *Federal
Aid, Federal Legislation, *Federal State Rela-
tionship, Futures (of Society), *State Depart-
ments of Education, *State Federal Aid, Urban
Education

Identifiers—Wisconsin

The nature of the shared responsibility for educa-
tion is examined in this paper in which federal
funds for education are viewed as an aid to the
states and local communities. A brief review of
the history of federal aid to education is given to
place the topic in perspective. The central
question examined is, Whose objectives are to be
satisfied by such aids, and by what means? In this
paper, a research method was designed to in-
tegrate case study and comparative analysis
methods. The single case is the state of Wiscon-
sin. Observations gleaned from documents,
records, and interviews in Wisconsin are
described, and comparisons are made with the
results of similar studies in other states. Likewise,
policy statements by national and regional agen-
cies are cited and analyzed. Finally, the
hypotheses that were generated in this process
appear as "alternative futures." (Author/MLF)

ED 120 981 95 EA 008 147

Lipham, James M.

Future Issues.

Wisconsin State Dept. of Public Instruction,
Madison.Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 75

Note—4p.; Chapter 12 of A Candid Discussion of
the Issues in Education, EA 008 135Available from—Not available separately; see EA
008 135

Document Not Available from EDRS

Descriptors—Administrative Organization, Com-
parative Analysis, *Educational Alternatives,
*Educational Assessment, Educational Finance,
*Educational Planning, Educational Policy,
*Educational Problems, *Futures (of Society),
Instructional Programs, Models, Pupil Person-
nel Services, School Community Relationship,
School Personnel, Taxonomy

Identifiers—Wisconsin

The concluding chapter of the book looks back at the previous presentations in order to discern additional educational issues that demand definition and delimitation. A basic bidimensional taxonomy is presented that consists of the levels of education and the functions of education. The resulting grid is then used to analyze the contents of the book and to identify gaps in present understanding. The chapter concludes with a brief retrospective analysis and prospective view. (Author/MLF)

ED 120 982 EA 008 148

High Spots in State School Legislation, January 1-
August 31, 1973.National Education Association, Washington,
D.C.

Pub Date 73

Note—68p.; A related document is ED 067 778
Available from—NEA Customer Service, 1201
Sixteenth Street, N.W., Washington, D.C.
20036 (Stock No. 435-25530, \$2.00, quantity
discounts, orders must be prepaid except those on
official purchase order forms)

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.Descriptors—Curriculum, *Educational Adminis-
tration, Educational Facilities, Educational
Finance, *Educational Legislation, Elementary
Secondary Education, Exceptional Child Edu-
cation, Higher Education, *School Law, *State
Legislation, Student Transportation, Teacher
Associations, *Teacher Employment

Identifiers—National Education Association

This publication describes the 1973 legislative goals of state education associations throughout the U.S. and briefly summarizes educational legislation enacted from January through August 1973. Additional information on 1972 legislation is included for a few states where legislative sessions either ran late or resumed activities after September 1972. Altogether, information is presented for 42 of the 49 states whose legislatures met during 1973. The Kentucky legislature did not meet, and information was not available from Alabama, Louisiana, Mississippi, Missouri, New Mexico, South Carolina, and Vermont. Information included in this report was furnished mainly by state education associations affiliated with the National Education Association. Most of the report consists of state-by-state listings of association goals and relevant legislation for each of 18 topical categories, including school finance, salaries, tenure and contracts, certification, leaves of absence, negotiations, retirement, miscellaneous teacher legislation, textbooks and curriculum, pupil transportation, exceptional children, miscellaneous pupil legislation, school buildings, district reorganization, local school administration, state school administration, higher education, and miscellaneous general legislation. (JG)

ED 120 983 EA 008 149

The States and School Finance—After Rodriguez.
A Background Paper for the National Govern-
ors' Conference and the National Legislative
Conference.

Education Commission of the States, Denver,
Colo. Dept. of Research and Information Ser-
vices.

Pub Date 25 May 73

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Control, *Court Cases,
Educational Accountability, *EducationalFinance, *Educational Legislation, Elementary
Secondary Education, *Finance Reform, Prop-
erty Taxes, School Law, State Aid, *State
Legislation, Urban Schools

This publication examines a number of key issues and recent trends related to the general topic of school finance. Chapter 1 reviews several significant court cases challenging state school finance systems, including San Antonio Independent School District v. Rodriguez, Robinson v. Cahill, and Serrano v. Priest. Chapter 2 describes major new school finance legislation enacted by state legislatures in early 1973, including new laws passed in Kansas, Montana, North Dakota, and Utah, and a proposed Oregon law that was defeated in a referendum election. Chapter 3 discusses recent property tax reform legislation in the states of Maryland, Florida, and California. Chapter 4 briefly examines the special problems involved in financing urban schools and describes recent legislative approaches taken in Minnesota, Ohio, and New York. Chapter 5 discusses the issue of local control in education as it relates to increased state funding for schools. Chapter 6 considers the topic of educational accountability, first focusing on the difficulty of implementing an accountability system, and then briefly describing examples of state accountability legislation. (JG)

ED 120 984 95 EA 008 159

Duckett, Jane Carter, Gwen

The Delphi Technique for Curriculum Planning.
A-1 Setting Instructional Goals, Document No.
10a. Independent Study Training Material for
Professional Supervisory Competencies.

Texas Education Agency, Austin; Texas Univ.,
Austin. Dept. of Educational Administration.Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—50p.; Related documents are EC 082 599-
607, and EA 008 161-166

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Community Attitudes, Community
Surveys, *Educational Objectives, Educational
Philosophy, Elementary Secondary Education,
Performance Based Education, Sampling,
*Sociometric Techniques, Supervisors, *Super-
visory Activities, *Supervisory Training
Identifiers—*Delphi Technique, SEST, *Special
Education Supervisor Training Project

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet is intended to teach its users the Delphi technique for setting educational goals. Goal-setting is the necessary first step of any curriculum development effort, and the Delphi technique is a useful approach for obtaining community consensus on major goals. The Delphi technique employs a questionnaire that is mailed to a stratified random sample of community residents, who are asked to indicate their perception of major educational goals. After the opinions have been collated, each respondent is mailed a summary of responses and asked to agree or disagree with the most frequent response. Respondents are then mailed a final, revised summary of responses and are asked to repeat or revise their opinions. Users of the training packet complete a series of five task assignments relevant to selecting and writing goal statements and then test their knowledge by taking a short posttest. (JG)

ED 120 985 95 EA 008 161

Herring, Billie Grace

Designing a Study of Available Resources. B-3
Evaluating the Utilization of Learning
Resources, Document No. 10c, Revised. Inde-
pendent Study Training Material for Profes-
sional Supervisory Competencies.

Texas Education Agency, Austin; Texas Univ.,
Austin. Dept. of Educational Administration.Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—44p.; Related documents are EC 082 599-
607, EA 008 159, and EA 008 162-166

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational Resources, Elementa-
ry Secondary Education, *Evaluation, Instruc-
tional Materials, Instructional Materials Cen-
ters, Media Selection, *Performance Based
Education, Resource Materials, Supervisors,
Supervisory Activities, *Supervisory Training,
Training Techniques

Identifiers—SEST, *Special Education Supervisor
Training Project

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. Teaching the supervisor to determine the appropriateness of learning resources, including instructional and resource materials, is the goal of this training packet. The user of this packet is to collect information on what materials are available, who uses them (and how effectively), and what materials are not being utilized. This information is to be correlated with a materials evaluation measure. The supervisor observes teachers and students using the materials and interviews them to gain a more complete picture of the materials' effectiveness. He should also find out from them what assistance they need to improve their utilization of learning resources. These resources include not only textbooks and other district-provided materials, but also those from area learning resource centers and instructional radio and television. These resources may not be fully utilized for many reasons, including unavailability of necessary equipment, inflexible work space, and lack of duplicate copies. In some of these cases, the supervisor may be able to correct the situation. (DS)

ED 120 986 95 EA 008 162

DeLuca, Joan

Material Selection. B-1 Evaluating and Selecting
Learning Materials, Document No. 10d,
Revised. Independent Study Training Material
for Professional Supervisory Competencies.

Texas Education Agency, Austin; Texas Univ.,
Austin. Dept. of Educational Administration.Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—35p.; Related documents are EC 082 599-
607, EA 008 159, and EA 008 161-166; Selec-
tions on pages 21 and 24 removed due to copy-
right policy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Annotated Bibliographies, Eleme-
ntary Secondary Education, *Instructional
Materials, Instructional Media, *Library
Material Selection, *Media Selection, *Per-
formance Based Education, Resource Materi-
als, School Libraries, Supervisors, Supervisory
Activities, *Supervisory Training, Training
Techniques

Identifiers—SEST, *Special Education Supervisor
Training Project

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. Training supervisors to formulate a coherent policy and procedure governing the evaluation and selection of learning materials is the goal of this learning packet. The focus of this packet is on selecting school library materials, including a variety of instructional media in addition to books and printed matter. A materials selection policy must include methods of assessing costs versus potential usage, of estimating the durability and timeliness of material, of material review, and of dealing with controversial materials. An effective selection procedure must provide for the utilization of selection aids (such as those listed in this packet's annotated bibliography), for the handling of donations, for selection periods, and for a committee to implement selection policy. As in the other training packets in this series, this one requires the user to develop his own program, providing him with a self-evaluation checklist and posttest to measure his progress. (DS)

ED 120 987 95 EA 008 163

McIntyre, Kenneth E.

Developing Job Descriptions. C-1 Developing a
Staffing Plan, Document No. 10e, Revised. Inde-
pendent Study Training Material for Profes-
sional Supervisory Competencies.

Texas Education Agency, Austin; Texas Univ.,
Austin. Dept. of Educational Administration.Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—24p.; Related documents are EC 082 599-
607, EA 008 159, and EA 008 161-166

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Secondary Education,
Job Analysis, *Occupational Information, *Per-

formance Based Education, Personnel Selection, Simulation, Supervisors, Supervisory Activities, *Supervisory Training, *Training Techniques

Identifiers—SEST, *Special Education Supervisor Training Project

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This training packet is intended to teach supervisors how to generate well-organized, thorough job descriptions. Given information on the budget, objectives, and operational procedures of a new project (in this training exercise, a fictitious community school), the supervisor must identify the job duties and competencies for a project director. He must write a job description for the project director of the community school based on this information. He then uses a self-evaluation checklist to evaluate the content and form of his job description. He next compares his description with the sample job description in the packet. His last task is to write a job description for a real position in a real situation. (DS)

ED 120 988 95 EA 008 164

McIntyre, Kenneth

Selecting Personnel for a New School Program. C-2 Recruiting and Selecting Personnel, Document No. 101, Revised. Independent Study Training Material for Professional Supervisory Competencies.

Texas Education Agency, Austin.; Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 75

Note—52p.; Related documents are EC 082 599-607, EA 008 159, and EA 008 161-166

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Elementary Secondary Education, Evaluation Criteria, Job Applicants, *Performance Based Education, Personnel Policy, *Personnel Selection, *Recruitment, *Simulation, Supervisors, *Supervisory Activities, *Supervisory Training

Identifiers—SEST, *Special Education Supervisor Training Project

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet leads its users through an exercise simulating the recruitment and selection of personnel to staff a new community school program within a school district. In simulating the role of a supervisor, users learn to determine sources from which to obtain candidates for a particular position, to analyze and rank applications based on the job description, to determine the value of particular devices for selecting personnel, to determine personal values and criteria for selecting personnel, and to develop and validate guidelines for selecting personnel. Users of the training packet complete a series of three task assignments, as well as three written self-evaluations and a final assessment. (JG)

ED 120 989 95 EA 008 165

Giesecke, Carol And Others

Self-Instructional Module on Time Utilization. D-1 Revising Existing Structures, Document No. 10g, Revised. Independent Study Training Material for Professional Supervisory Competencies.

Texas Education Agency, Austin.; Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 75

Note—54p.; Related documents are EC 082 599-607, EA 008 159, and EA 008 161-166

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrative Principles, Elementary Secondary Education, Management Education, *Management Systems, *Models, *Performance Based Education, Supervisors, *Supervisory Activities, *Supervisory Training, Time

Identifiers—Lakein ABC Priorities Model, Oncken and Wass Monkey Management Model, SEST, *Special Education Supervisor Training Project, Webber Time Management Model

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet deals with the study and practice of time utilization as it relates to the supervisor; users of the packet have the opportunity to review and practice using three different time-management models. Upon completion of the packet, users should be sensitized to the effective use of time, be able to prioritize activities in terms of maximum gains, and be able to analyze, plan, and implement effective time-utilization strategies. Section 1 contains a series of exercises designed to pretest users' initial utilization of time and to introduce several techniques of time management. Sections 2, 3, and 4 present three different time-management models and accompanying exercises; the models include Webber's Time Management Model, Lakein's ABC Priorities Model, and the Oncken and Wass Monkey Management Model. Included at the end of the packet are a series of posttests designed to reinforce various time-management techniques and to assess users' understanding of time-management concepts. (JG)

ED 120 990 95 EA 008 166

DeLuca, Stuart M.

Preparing School News Releases for the Media. G-1 Informing the Public, Document No. 101, Revised. Independent Study Training Material for Professional Supervisory Competencies.

Texas Education Agency, Austin.; Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 75

Note—61p.; Related documents are EC 082 599-607, EA 008 159, and EA 008 161-165; A few pages may reproduce poorly due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Elementary Secondary Education, Newsletters, *News Media, *Performance Based Education, *Public Opinion, *School Publications, Speeches, Supervisors, *Supervisory Activities, *Supervisory Training, Television

Identifiers—SEST, *Special Education Supervisor Training Project

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet deals with the task of promoting a favorable public image of school programs through effective use of the news media. The packet consists of five sections that focus in turn on dealing with the news media, preparing news releases, planning television interviews, preparing newsletters and other informational publications, and planning and writing speeches for delivery by school officials. Each section begins with a list of specific learning objectives, then presents a number of simulated in-basket materials that illustrate the various responsibilities of the public information coordinator for a school district. Included at the end of each section is a short quiz designed to assess the user's grasp of the key concepts presented in that section. (JG)

EC

ED 120 991 95 EC 082 477

Gordon, Ronnie And Others

Evaluation of Behavioral Change: Part 1: Study of Multi-Handicapped Young Children. Part 2: Interaction Between Program and Parents. Final Report.

New York Univ., N.Y. Medical Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—H0050SJ

Pub Date Aug 75

Grant—OEG-0-72-5386

Note—271p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Behavior Change, Child Development, Early Childhood, Exceptional Child Education, Exceptional Child Research, *Infancy, Intervention, *Multiply Handicapped, *Parent Education, *Program Effectiveness, Stimulation, *Student Evaluation

Identifiers—Final Reports

Presented are the final reports of a two-part project designed to measure the effect of an intensive inpatient developmental program on 40 young multi-handicapped children (18-36 months old) and their parents. Part 1 describes a system developed and tested to record and analyze changes in child functioning. Reported are results from teacher-written logs and videotaped diagnostic sessions on the following dimensions: interaction with materials, awareness of the environment, social responsiveness, expressive communications, affect, gross motor and fine motor ability. (A coding manual is appended.) Among findings cited are that mental age was more meaningful than chronological age as a descriptor of status, and that age levels assigned to competent work with educational materials yielded the most relevant information for developmental assessment/prescription. Part 2 describes an analysis of open-ended, comparatively non-structured weekly interview sessions with parents of 20 of the children in Part 1. Results of complementary quantitative analyses are said to indicate that most parents were found to shift from an original emphasis on physical and language disabilities to consideration of other developmental aspects. Parental satisfaction with programmatic intent and implementation is documented, as well as the change in parents from a passive and "recipient" role to one of greater participation. It is noted that socioeconomic status and type and degree of disability of their children were not found to be related to parents' attitudes toward the program. (Author/CL)

ED 120 992 EC 082 479

Mueller, E. Jane Romeo, Dominic

The Impact of a Day School Program on the Language Development of Autistic Children.

Pub Date [76]

Note—46p.; Paper presented at the American Education Research Association Meeting, Session 11.15

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, *Autism, *Case Studies, Elementary Education, Exceptional Child Education, *Language Development, Motor Development, *Program Descriptions, *Program Effectiveness, Social Development

Described is a program for autistic children, and presented are educational case studies of 13 children (6-9 years old). The program is explained to provide individualized instruction based on assessment using the Peabody Individual Achievement Test, B. Rutterberg and E. Wolf's Vocalization and Expressive Speech Development Scale, L. Lee's developmental Sentence Analysis and Scoring, and Rutterberg and Wolf's scale for Determining the Nature and Degree of Relationship to an Adult as a Person. Case studies provide information on child progress in language, academic, socialization, and body management skills. It is noted that strategies emphasizing manipulative materials and action-response tasks for nonverbal children appeared more effective in developing language and social learning than reading and writing activities. (CL)

ED 120 993 95 EC 082 480

Hilton, Vicky E., Comp.

At Home Instructional Units.

Regional Education Service Agency, Region 8, Martinsburg, W. Va. Curriculum Improvement Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Pub Date [74]

Note—171p.; For related information, see EC 082 481 and EC 082 482

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Class Activities, Cognitive Development, *Curriculum Guides, *Early Childhood Education, Exceptional Child Education, Eye Hand Coordination, General Education, *Handicapped Children, *Home Instruction, Language Development, Motor Development, Self Care Skills, Social Development, Teaching Methods

Based on a federally funded project involving 80 children (1-4 years old) with a variety of intellectual, social, emotional, and/or physical handicaps, the manual contains 12 units for home instruction of young handicapped and non handicapped children. Included are listings of overall objectives and suggested activities to promote

language, gross and fine motor, cognitive, self-help and social skills in the following units: myself, body parts, homemaking, food, animals, transportation, science, the seasons, Halloween, and Christmas. Also provided are the scores of 16 simple songs for the autoharp and a directory of publishers for educational materials. (CL)

ED 120 994 95 EC 082 481
Hilton, Vicky E., Comp.

Pandora's Box: Creative Play Ideas.

Regional Education Service Agency, Region 8, Martinsburg, W. Va. Curriculum Improvement Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 74

Note—168p.; For related information, see EC 082 480 and EC 082 482

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Art, *Early Childhood Education, Exceptional Child Education, Games, General Education, *Handicapped Children, Handicrafts, *Home Instruction, *Instructional Materials, *Material Development, Play, Teacher Developed Materials, Toys

Identifiers—Parent Materials

Developed as part of a federally funded project for young handicapped and non handicapped children, the handbook contains suggestions for parents and teachers about creative use of materials found in the home. Provided are illustrations, lists of materials needed, explanations of purpose, and procedures for construction and use of 18 materials (using such items as cardboard boxes and paper plates), 21 toys (including shoe box pull toys, beanbags and sock puppets), 26 games (such as ring toss, lotto match-ups, and numeral concept puzzles), 15 fingerplays, seven seasonal ideas, and 16 art recipes (including home-made dough, flour paste, and wheat flour finger paint). (CL)

ED 120 995 95 EC 082 482

Richards, Mary JoAnn

Early Childhood Education at Home Project. Final Report.

Regional Education Service Agency, Region 8, Martinsburg, W. Va. Curriculum Improvement Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—103p.; For related information, see EC 082 480-481; Appendix G will be of marginal legibility due to quality of original

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Diagnostic Teaching, Educational Objectives, Exceptional Child Education, *Handicapped Children, *Home Instruction, Instructional Materials, Parent Education, *Preschool Education, Program Descriptions, Program Effectiveness, *Rural Areas

Identifiers—Final Reports

Detailed in the final report of the 4-year project designed to provide home preschool education for handicapped and non handicapped Appalachian children are organization arrangements, project objectives, curriculum design, dissemination methods, program findings and recommendations. Administration is explained to involve a regional board of directors as well as a regional early education advisory council. Project objectives are summarized, including specific goals and achievements for children (improved academic achievement, self concept, and social development), parents (such as increased acceptance and understanding of their child's handicap), teachers, materials (such as the identification and procurement of effective instructional materials), and the school system (including decreased retention rate in first grade). Among findings cited are acceptance by educational leaders and replication of at home preschool education programs. Among seven appendices are sample assessment, child profile and prescription forms. (CL)

ED 120 996 EC 082 483

Kafajian, Haig

DEBLICOM: Deaf-Blind Communication and Control Systems. Interim Progress Report, August 1974-August 1975.

Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date Aug 75

Note—109p.; For related documents see EC 010 831 and EC 050 266-270; Figures have been removed due to marginal reproducibility

Available from—Cybernetics Research Institute, Inc. 2233 Wisconsin Avenue, N.W., Washington, D.C. 20007

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Artificial Speech, *Communication Skills, *Cybernetics, *Deaf Blind, *Electromechanical Aids, Exceptional Child Research, Mobility Aids, Phonemes, Research Design, Severely Handicapped

Identifiers—*Deaf Blind Communication and Control Systems

Presented is a report on the work of Cybernetics Research Institute (CRI) investigators on the development of deaf-blind communication and control systems (DEBLICOM). Described in Part One is one embodiment of DEBLICOM designed and built by CRI engineers. Reported in Part Two are experimental procedures and human factors considerations of component and sub-systems design. A description of a portable instructor's/user's controller is covered in Part Three. Part Four examines work on a speech synthesizer and a detailed manual developed at CRI. The status and the difficulties encountered in obtaining an artificial mechanical hand for use as a sub-system of DEBLICOM are reported in Part Five. It is noted that no failures have occurred in the tests of the prototype solid-state system. Also included are appendices on instructional procedures for programming acceptable American speech with speech synthesizers, a brief report on phonemes, two articles on aids for children with multiple handicaps, and a work plan on DEBLICOM which describes 22 tasks in four work areas (DEBLICOM harness and code for the deaf-blind, mobility aids for the deaf-blind, synthesized speech for the deaf-blind, and project reports). (Author/SB)

ED 120 997 EC 082 484

Russell, Fay F., Ed.

Identification and Management of Selected Developmental Disabilities: A Guide for Nurses. Tennessee Univ., Memphis. Child Development Center.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md.

Report No.—DHEW-Pub-HSA-75-5404

Pub Date 75

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-026-00040-2, \$0.85)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Change, Childhood, Early Childhood, Etiology, Exceptional Child Research, Exceptional Child Services, Genetics, *Identification, Infancy, Medical Evaluation, *Mentally Handicapped, Metabolism, Mothers, Neurology, *Nursing, Nutrition, Operant Conditioning, Screening Tests, Self Care Skills, Stimulation

Identifiers—*Developmental Disabilities, Phenylketonuria

The guide for nurses consists of 10 papers on identification and management of selected developmental disabilities. Included are the following titles: "The Importance of Early Mothering" (R. Benfield); "Infant Stimulation" (J. Arnold); "Failure to Thrive" (M. Haynes); "The Neurological Evaluation of Infants and Young Children" (R. Williams); "Genetic Aspects of Mental Retardation" (R. Summitt); "Inborn Errors of Metabolism and Mental Retardation" (G. Billmeier); "Community Nutrition" (P. Zee); "Dietary Treatment of Phenylketonuria" (M. Smith); "Behavior Modification: Approaches to Teaching Feeding and Toileting Skills to Handicapped Children" (V. Stimberty); and "Developmental Screening" (F. Russell). (LS)

ED 120 998 EC 082 485

James, L. Stanley, Ed. Lanman, Jonathan T., Ed.

History of Oxygen Therapy and Retrolental Fibroplasia.

American Academy of Pediatrics, Evanston, Ill.

Pub Date Apr 76

Note—51p.

Available from—American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Illinois 60204 (\$5.00)

Journal Cit—Supplement to Pediatrics; v57 n4 Apr 76

Document Not Available from EDRS

Descriptors—Blind, Etiology, Exceptional Child Research, *Historical Reviews, Infancy, *Medical Treatment, *Premature Infants, Research Reviews (Publications), *Visually Handicapped

Identifiers—Oxygen Therapy, *Retrolental Fibroplasia

Presented is a historical report on the use of oxygen therapy with premature infants and the development of retrolental fibroplasia (RLF), a condition leading to detachment of the retina and arrest of growth of the eye. Covered are the following topics: the early history of oxygen use for premature infants (such as for prevention of cyanotic attacks); the history, pathology, and pathogenesis of RLF; the implication of oxygen in RLF; and the impact of controlled studies on mortality and morbidity on changing recommendations and practice in the use of oxygen. It is concluded that any concentration of oxygen in excess of that in air is associated with the risk of developing RLF. Oxygen therapy for premature infants is said to present a balanced risk of death or brain damage from too little oxygen versus blindness from too much oxygen. Appendixes include the American Academy of Pediatrics recommendations on oxygen use from 1954 to 1971. (LS)

ED 120 999 95 EC 082 486

Pre-Kindergarten Prescriptive Teaching Program

for Learning Disabled Children.

Fargo Public Schools, N. Dak.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—351p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—*Behavioral Objectives, *Curriculum Guides, Diagnostic Teaching, *Diagnostic Tests, Exceptional Child Education, Health, Language Arts, *Learning Disabilities, Mathematics, Motor Development, *Preschool Education, Sciences, Social Studies

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Presented is the pre-kindergarten prescriptive teaching program for learning disabled children including inventories and six instructional components: language arts, mathematics, science, health, motor skill development, and social experiences. Components consist of sequenced skills (identified as essential by kindergarten and first grade teachers) and learning packages, each consisting of behavioral objectives, performance criteria for each objective, a pre-post diagnostic test, and instructional experiences. The program also includes a screening test and language and math inventories intended to help the teacher assess each child's functioning at the beginning of the school year. Included in the general curriculum guide are a curriculum description and, instructions for testing and record keeping, and various forms such as inventory score sheets, daily lesson plans, and a pre-kindergarten progress report. Each instructional component is preceded by a listing of skills followed by the complete learning packages. Examples of skills included are the ability to follow simple directions (social), the ability to walk backwards (motor skills), awareness of germs and their effects (health), the ability to classify objects (science), the ability to discriminate sizes (math), and the ability to label colors (language arts). (DB)

ED 121 000 95 EC 082 487

Hession, Lucy Anne

Training Special and Regular Educators in the Observation, Identification and Management of Children (K-3) with Learning Handicaps. Final Report, 1971-1974.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—119-136 B

Pub Date 74

Grant—OEG-0-71-3735(603)

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Course Objectives, Exceptional Child Education, Graduate Study, *Identification, *Inservice Teacher Education, Intervention, *Learning Disabilities, Primary Education, *Program Descriptions, Program Evaluation, *Television

Identifiers—Final Reports, Maryland

Reported are details of a project to develop and implement a 16-lesson television course to train teachers at the early childhood and primary grade levels in the identification and remediation of learning handicaps. Instructional television is said to have been selected because of its suitability in serving educators all over Maryland and its compatibility with the continuum concept of Maryland special education. It is reported that the project, which gives teachers 3 hours of either inservice or academic credit, was piloted in the spring of 1973 in 11 local education agencies with a total of 180 teachers, followed by statewide implementation in 1973-74, and subsequent use in 13 other states. Summarized for each of the 3 years are major project accomplishments and spinoff developments. The major portion of the document consists of appendices such as a teacher interview checksheet, a listing of project consultants, specific lesson objectives, the pre-post instrument used for pilot telecast, factsheet on the project, results of informal teacher critiques, and a budget breakdown of the project. (DB)

ED 121 001 95 EC 082 488

Proceedings of the Conference on Research Needs Related to Career Education for the Handicapped; January 17-19, 1975.

Bureau of Education for the Handicapped (D-HEW/OE), Washington, D.C. Research Projects Branch.

Pub Date Jan 75

Contract—OEC-0-74-7366

Note—100p.; For related information, see EC 082 488-491 and EC 082 493

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Education, *Conference Reports, Employment Opportunities, Exceptional Child Education, *Handicapped Children, Leisure Time, Prevocational Education, *Research Needs, Vocational Education

Presented are proceedings from the Bureau of Education for the Handicapped sponsored 1975 conference on research needs related to career education of the handicapped. It is explained that the conference was organized in modular fashion with participants in small and large groups exploring research needs in four basic areas: preparation of the handicapped for careers (presentations by Leonard Hall, John Kidd, Donn Broin, E. Ross Stuckless, and Melvin Appell); exploration of career alternatives by the handicapped (presentations by Henry Colella, Chris De Propso, and Gary Clark); maintenance and mobility in careers chosen by the handicapped (remarks by Gerald Manus); and leisure and retirement for the handicapped (remarks by Peter Verhoven, Gerald Hitzhusen, and Donald Hawkins). Top priority research needs identified by conference participants dealt with attitudes, critical incidents leading to job change, decision making, communication among personnel serving the handicapped, career education models, employability, physical mobility, and demonstration and dissemination. Lists of steering committee members and conference participants are appended. (CL)

ED 121 002 95 EC 082 489

Proceedings of the Conference on Research Needs Related to Education of the Severely Handicapped; January 31-February 2, 1975.

Bureau of Education for the Handicapped (D-HEW/OE), Washington, D.C. Research Projects Branch.

Pub Date Feb 75

Contract—OEC-0-74-7366

Note—108p.; For related information, see EC 082 488-491 and EC 082 493

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Administration, Communications, Conference Reports, Data Collection, *Educational Objectives, Exceptional Child Research, Information Dissemination, Organizational Communication, *Research Needs, *Services, *Severely Handicapped

Presented are proceedings from a 1975 Bureau of Education for the Handicapped sponsored conference on research needs related to the educa-

tion of the severely handicapped. It is explained that participants (whose names are listed in an appendix) focused upon the identification of research needs in four major areas: goals (remarks by M. Gold), service (remarks by P. Roos), communications (a paper reviewing such problems as data collection and communication between agencies by H. Leland), and management/administration (remarks by J. Budde). Reported are priority research needs cited by conference participants in the areas of prevention; early identification; assessment models of alternative service delivery systems; information exchange systems; evaluation; and a model for research, service design, and delivery. (CL)

ED 121 003 95 EC 082 490

Proceedings of the Conference on Research Needs Related to Early Childhood Education for the Handicapped; February 11-13, 1975.

Bureau of Education for the Handicapped (D-HEW/OE), Washington, D.C. Research Projects Branch.

Pub Date Feb 75

Contract—OEC-0-74-7366

Note—114p.; For related information, see EC 082 488-491 and EC 082 493

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Conference Reports, Delivery Systems, *Early Childhood Education, Exceptional Child Research, *Handicapped Children, Models, Personnel, *Research Needs, Student Characteristics

Conference proceedings are presented from a 1975 workshop sponsored by the Bureau of Education for the Handicapped on research needs related to early childhood education for the handicapped. The document is divided into papers and remarks on four areas of research needs: child characteristics (remarks by N. Anastasiow), service delivery systems (a paper by S. Cohen), institutional models (remarks by I. Sigel), and personnel development (a paper by W. Northcott). Listed are such top priority research needs identified by conference participants as developing and validating early identification procedures, investigating service delivery systems and institutions to involve hard-to-reach families and children, and defining the specific skills needed by personnel in different settings in varied disciplines. (CL)

ED 121 004 95 EC 082 491

Proceedings of the Conference on Research Needs Related to the Development of Personnel to Serve the Handicapped; March 7-9, 1975.

Bureau of Education for the Handicapped (D-HEW/OE), Washington, D.C. Research Projects Branch.

Pub Date Mar 75

Contract—OEC-0-74-7366

Note—76p.; For related information, see EC 082 488-490 and EC 082 493

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Conference Reports, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Inservice Teacher Education, Needs Assessment, Personnel Needs, *Personnel Selection, Recruitment, *Research Needs, School Personnel, Special Education Teachers, Teacher Education

Presented are proceedings from the 1975 conference on research needs related to the development of personnel to serve the handicapped (sponsored by the Bureau of Education for the Handicapped). Conference papers and remarks are provided for four areas of research needs: pupil outcomes in education for the handicapped (a paper by R.E. Shores), personnel selection (a paper by J.J. Eisenbach), personnel training (remarks by H. McKenzie), and personnel utilization (a paper by L. Burrello). Among the top priority research needs identified by conference participants are development of procedures for determining educational expectations and objectives, systems for observing teacher-pupil interaction and teacher behaviors, and study of alternative systems for inservice training. (CL)

ED 121 005 95 EC 082 493

Barron, Arleen S. Assessing Research Needs Related to Education of the Handicapped. Final Report.

Educational Testing Service, Princeton, N.J. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date Sep 75

Contract—OEC-0-74-7366

Note—165p.; For related information, see EC 082 488-491

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Career Education, Conference Reports, *Early Childhood Education, Educational Needs, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Needs Assessment, Personnel Needs, Research Needs, *Severely Handicapped, Special Education, *Teacher Education

Identifiers—Final Reports

Four conferences involving key special education personnel were held on research needs related to: 1) career education for the handicapped, 2) education for the severely handicapped, 3) early childhood education for the handicapped, and 4) development of personnel to serve the handicapped. Major concerns of the career education conference were development of skills for leisure time activities as well as work and the need to find and use existing knowledge to develop methodologies and programs. Themes of the conference on education of the severely handicapped included the need for an adequate system of information exchange among researchers and practitioners, the need for research to be directed to the most critical problems and to be nationally coordinated, and the importance of continuous surveillance and longitudinal data collection. Stressed in the conference on early childhood education for the handicapped were the need for improved early diagnosis, appropriate intervention, research on programs and agencies to develop total service models, and the identification of personnel competencies. Focused on in the conference on the development of personnel to serve the handicapped was the importance of pupil achievement as the basis for judging personnel and program success. Areas of common concern across conferences included the need for information systems and the impact of affirmative action mandates. Primary outcomes of each conference were an annotated bibliography and proceedings of the conference. The major portion of the document consists of appendices such as the conference schedules and participants and conference recommendations. (DB)

ED 121 006 EC 082 494

Nathan, Raymond, Ed.

Mental Retardation: Century of Decision. Report to the President.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date Mar 76

Note—159p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.15)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Case Studies, Civil Liberties, Cost Effectiveness, Delivery Systems, Discriminatory Attitudes (Social), *Educational Trends, Exceptional Child Education, Exceptional Child Services, *Guidelines, International Programs, *Mentally Handicapped, *Prevention, Resources

Identifiers—*Final Reports

Presented is the 1975 report of the President's Committee on Mental Retardation which examines the issues in the field and sets national guidelines for public education and prevention. Eleven chapters are included on the following topics (sample subtopics are in parentheses): issues in mental retardation (biomedical and social-psychological prevention); future projections and their implications with respect to possible governmental initiatives (integration of human service delivery); legal rights of the retarded (objectives for the attainment of citizenship status); objectives and courses of action to ensure the right of every child to be born well (health delivery system); objectives for reducing the incidence of mental retardation associated with social disadvantage (equal educational opportunity which encourages cultural differences); objectives for the attainment of humane service systems (availability of a personal representative); objectives pertaining to international cooperation for the resolution of the mental retardation problem (international assistance programs); objectives to improving public attitudes (public education to promote understanding); governmental objectives for insuring the effective use of public resources in mental retardation programs (coordinated and

comprehensive planning of federal, state, and local efforts); program costs and results (advantages of continued investment in pilot and demonstration programs in early childhood education); and a chapter outline of goals, objectives, and recommendations. Case studies are provided as illustrations throughout the text. (SB)

ED 121 007 EC 082 516

McMurray, J. G.

The Exceptional Adolescent: A Bibliography for Psychology and Education.

University of Western Ontario, London.

Spons Agency—Ontario Educational Research Council, Toronto.

Pub Date 75

Note—285p.; For the companion volume covering 1960-1970 see ED 051 613

Available from—Dr. J. G. McMurray, University of Western Ontario, 1137 Western Road, London, Canada

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
 Descriptors—Adolescents, *Bibliographies, Exceptional Child Education, *Gifted, *Handicapped Children, Periodicals, *Psychology, *Special Education

Presented is a bibliography of Journal articles printed in English and published since 1970 on the psychology and education of the exceptional adolescent. Entries are divided into six major sections (subdivisions are in parentheses): general (background reading, technology, management, mental health, curriculum, counseling, etc.), intellectual (cognition and behavior modification; gifted and creative; slow learners and retarded; over/underachievement, achievement motivation, self-concept and self-expectations), sensory (deaf and hard of hearing and blind and partially sighted), physical (crippled, hospitalized, special health), behavioral-social (delinquency and crime; sex role and culturally different; drop-outs and runaways; emotional handicaps; alcohol, smoking and other drugs; sex and pregnancy; and suicide and self-mutilating behavior), and learning problems (general-remedial, reading, speech and language, and neurological and perceptual impairment). Citations are listed alphabetically by author and include title, source, publication date, and pagination. An author index is also provided. (SB)

ED 121 008 EC 082 517

Program Standards for School Foundation Units for Gifted Children. (Intellectually Gifted and Talented).

Ohio State Dept. of Education, Columbus.

Pub Date Nov 75

Note—7p.

Available from—Ohio Department of Education, Division of Special Education, 933 High Street, Worthington, Ohio 43085

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Programs, Exceptional Child Education, *Gifted, Qualifications, School Services, *State Standards, Student Evaluation, Student Placement

Identifiers—*Ohio

Ohio's program standards for school foundation units for gifted children are presented in outline form. Areas covered (with sample rules in parentheses) include the following: general standards (elements of a written proposal to request approval from the Division of Special Education), student eligibility (the areas of giftedness included), student assessment and placement (criteria for acceptance into approved programs), comprehensive services to the educational program (options for gifted and talented programs), and program qualifications (coordinator and personnel qualifications). (SB)

ED 121 009 95 EC 082 518

Reynolds, Maynard C., Ed.

National Technical Assistance Systems in Special Education.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—196p.; Report of the Conference (Washington, D.C., May 29-30, 1974)

Available from—Leadership Training Institute/Special Education, 253 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455 (Limited edition)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Conference Reports, Delivery Systems, Exceptional Child Education, Gifted, *Handicapped Children, Leadership Training, Program Descriptions, *Special Education, *Technical Assistance

Presented are 17 papers and a summary from the 1974 conference on National Technical Assistance Systems in Special Education. Included are presentations by the following participants: J. Gallagher, D. Stedman, D. Lillie and T. Black, D. Davies, E. Deno, J. McCarthy, D. Jackson, K. Lundholm, J. Chalfant, R. Johnson et al., P. Mann, W. Korba, R. Podemski and J. Yates, D. Erickson, H. Bertness, D. McCarthy, and M. Parrish. Among topics covered are: the structure and organization of support systems from both a theoretical and practical point of view; the functions and operations of the Technical Assistance and Development System (TADS) at the University of North Carolina; descriptions of the Learning Disabilities, Gifted and Talented, and Exceptional Children Leadership Training Institutes; experiences with a technical assistance delivery system in a Philadelphia school district; activities of the University Council for Educational Administration; and a discussion of educational support systems in the sociological context. M. Reynolds summarizes the views of conference participants on such questions as whether national technical assistance or support systems are really necessary and who should be the clients for supportive services. (LS)

ED 121 010 EC 082 519

Meeker, Mary

A Paradigm for Special Education Diagnostics: The Cognitive Area.

Pub Date 76

Note—23p.; Paper presented at the AERA Annual Meeting (1976) and based on a presentation to BEH (September, 1974) from "State of the Arts".

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Case Studies, *Cognitive Processes, *Conceptual Schemes, Curriculum Design, *Educational Diagnosis, Exceptional Child Education, *Gifted, *Handicapped Children, Models, Special Education

Identifiers—*Structure of Intellect Model

Discussed is a paradigm for special education diagnostics of Area 1 or cognitive functioning as related to the Structure of Intellect (SOI) model. Research is reviewed and several individual profiles are provided to illustrate the method of curriculum planning from individual SOI profiles. It is concluded that the paradigm offered may help to avoid continuation of inadequate diagnosis in the schools. Also provided are figures of the SOI and various SOI profiles. (SB)

ED 121 011 EC 082 520

Alston, Herbert L. And Others

Factor Analysis of the Test Performance of Institutionalized EMR Children on the WISC and ITPA.

Pub Date Jan 74

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Childhood, *Educable Mentally Handicapped, Exceptional Child Education, *Factor Analysis, Intelligence Tests, Mentally Handicapped, Psycholinguistics, *Test Validity

Identifiers—Illinois Test of Psycholinguistic Abilities, Wechsler Intelligence Scale for Children
 The WISC (Wechsler Intelligence Scale for Children) and ITPA (Illinois Test of Psycholinguistic Abilities) test scores of a group of 54 educable mentally retarded (EMR) students (mean age 12 years) were factor analyzed to determine the extent to which the WISC and ITPA measured common factors. Of the four factors obtained, nine of the ten ITPA subtests and none of the WISC subtests loaded high on factor 1 (general ITPA). Factors 2, 3, and 4 were primarily defined by the various WISC subtests and were interpreted as a verbal factor, a visual-performance factor, and a vocabulary factor respectively. For EMR Ss, the ITPA did not measure the same factors measured by the WISC, nor did it appear to measure distinct cognitive abilities. (Author/SB)

ED 121 012 95 EC 082 521

Change in Education: Three Policy Papers on the Implementation of the "Education for All Handicapped Children Act", PL 94-142.
 Educational Testing Service, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Feb 76

Note—43p.; Prepared by the Education Policy Institute

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Change, *Educational Change, Equal Education, Exceptional Child Education, Federal Legislation, *Financial Policy, *Handicapped Children, Identification, Individualized Instruction, Policy Formation, *Public Policy

Identifiers—*Education For All Handicapped Children Act, PL 94 142

Intended to aid the implementation of The Education for All Handicapped Children Act (PL 94-142), three papers on critical issues are presented. The need for a comprehensive program of identification of handicapped children is addressed in such terms as definitions of handicapped, responsibilities for identifying the children, agreement on type of federal regulations, and identification procedures. A second paper focuses on content, implementation and monitoring of individualized educational plans. The final paper analyzes the law's major funding provisions and reviews the policy issues of inadequate resources, excess costs, erosion of services, state discretion, local education agencies' eligibility, and the interaction of federal and state programs. (CL)

ED 121 013 95 EC 082 522

Weber, Donald B.

Primacy and Recency Effects for Serially Presented Supraspan Information in Normal and Learning Disabled Children. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—HO11151

Pub Date Sep 75

Grant—OEG-0-74-7457

Note—150p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Auditory Perception, Elementary Education, Exceptional Child Research, *Learning Disabilities, *Learning Modalities, *Learning Processes, *Memory, Visual Perception

Primacy and recency aspects of short term memory (STM) were investigated with 30 learning disabled (LD) and 30 normal children, all with a mean age of 113 months. The pretest experiment compared the serial position curve performance of LD and normal children when seven-digit series were presented visually or auditorially. The second experiment compared the effects of training encoding processes in the LD children who received 8.7 hours of training in one of three treatments—chunking (organizing serial input into units), verbal stringing (repeating orally the entire series as each new element is added), and Hawthorne (a control treatment). It was concluded that the overall performances of LD children in STM were qualitatively similar to but quantitatively lower than normal children, while secondary memory for LD children was disproportionately more inefficient than primary memory. The training of rehearsal strategies did not produce a significant differential improvement in primacy performance, though chunking appeared to be a more effective strategy when used to organize visual stimuli (when presented slowly) and verbal stringing a more effective strategy for rehearsal of auditory stimuli. (Author/DB)

ED 121 014 95 EC 082 523

Khatena, Joe

Major Directions in Creativity Research.

Council for Exceptional Children, Reston, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—NE-C-00-4-0004

Note—23p.; Paper presented at the Annual Convention of the Council for Exceptional Children (53rd, Los Angeles, California, April 24, 1975); Originally prepared for a panel discussion entitled "Creativity: Where Is It Going?" Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, publication no. 128)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Creativity, *Creativity Research, Creativity Tests, Cross Cultural Studies, Defini-

tions, Exceptional Child Research, *Gifted, Handicapped Children, Imagination, Measurement Techniques, *Research Reviews (Publications), Theories

Reviewed are major directions in creativity research in the following areas: theories of creativity; definitions; instruments to measure creativity; nurturing creativity; the disabled, disturbed, and disadvantaged; cross cultural patterns; creative imagination imagery; and measuring creative imagination imagery. (LS)

ED 121 015 EC 082 547
Blair, Nancy G.

A Premackian Approach to Developing Communication in Autistic Children: A Comparison of the Effects of Symbol Versus Speech Training on the Behavior of Autistic Children. Final Report.

Kent State Univ., Ohio. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—H02625J

Pub Date Aug 75

Grant—OEG-0-74-7455

Note—118p.; Ph.D. Dissertation, Kent State University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Autism, *Behavior Patterns, *Communication Skills, Elementary Education, Exceptional Child Research, *Program Effectiveness, Speech Instruction, Symbolic Learning Identifiers—*Peabody Rebus Reading Program

Evaluated were the effects of symbol versus speech training instruction on the behavior of four autistic children (8-9 years old). Following observation of their classroom and free play behavior, Ss participated in a training sequence involving Peabody Rebus Reading symbols and more traditional speech training procedures. Ss' inappropriate behavior (including self stimulation, echolalic speech, self-destructive behavior, and tantrum behavior) was recorded. Analysis of data indicated that two Ss showed no significant difference in inappropriate responding during the two types of instruction; one S showed slightly fewer inappropriate behaviors in speech training, and one S demonstrated fewer inappropriate responses in rebus training. Results suggested that the primary dysfunction in autistic children may be an inability to deal with all symbols, verbal and nonverbal, rather than strictly a language deficit. (CL)

ED 121 016 95 EC 082 548

Jeschke, Thomas A.

An Overview of Learning Disabilities for Classroom Teachers and Parents.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—56p.

Available from—Dr. Thomas A. Jeschke, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50307 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Bibliographies, Case Studies, Definitions, Early Childhood Education, Elementary Secondary Education, Etiology, Exceptional Child Education, Incidence, *Learning Characteristics, *Learning Disabilities, *Student Evaluation, Tests

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Informal Assessment

Presented for classroom teachers and parents is an overview of information on learning disabilities. Covered are the following topics (with sub-topics in parenthesis): defining the problem (causes, incidence, characteristics); assessment (physical assessment, intellectual potential, academic achievement, channels of learning); and informal assessment (seven sample case studies). Appended is a bibliography of 11 professional books, three journals, 14 films, 24 tests, and 13 publishers. (LS)

ED 121 017 EC 082 549

Erskine, Richard G. And Others

Autism and Childhood Psychosis: Annotated Bibliography 1969-1974.

Illinois Univ., Urbana. Dept. of Special Education.

Pub Date Jan 75

Note—175p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Annotated Bibliographies, *Autism, *Bibliographies, Clinical Diagnosis, Drug Therapy, Emotionally Disturbed, Etiology, Exceptional Child Research, *Identification, *Intervention, *Psychosis, Psychotherapy, Research Reviews (Publications)

The annotated bibliography contains approximately 400 citations of articles (1969-1974) on autism and childhood psychosis. It is explained that material was drawn from medical, psychological, social service and educational sources. Entries are arranged in separate sections for autism and childhood psychosis and are presented alphabetically by author's name within the following headings: diagnosis, descriptive study, etiology (general and integrative, non-organic, and organic), and treatment (psychodynamic approaches, behavioral approaches, chemotherapy, and varied approaches). Citations usually include author's name, title, source, date, pagination information and a brief abstract. (CL)

ED 121 018 EC 082 550

Guidelines for Personnel in the Education of Exceptional Children.

Council for Exceptional Children, Reston, Va. Professional Standards/Guidelines Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—53p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.50, publication number 131)

Document Not Available from EDRS

Descriptors—Exceptional Child Education, *Guidelines, *Handicapped Children, *Professional Education, Recruitment, *Special Education, Staff Improvement, Standards, Teacher Certification, *Teacher Education

The manual provides guidelines for recruitment, preparation, certification, and continuing professional development of special education personnel. It is explained that the guidelines were developed from a series of five regional meetings, results of a survey instrument, and existing Council for Exceptional Children policy statements, and were finalized at the National Consensus Work Conference in June, 1974. Recruitment guidelines and rationales focus on such aspects as experience and demonstrated competency. Preparation aspects addressed include needs assessment, resource analysis, curriculum and methods, evaluation, and personnel conducting preparation programs. Flexibility, periodic renewal, noncategorical alternatives and interstate reciprocity for certification are considered. Also provided are preliminary draft guidelines for continuing professional development which stress the need for shared responsibility, evaluation, and due process provisions. (CL)

ED 121 019 EC 082 551

How to Fill Your Toy Shelves Without Emptying Your Pocketbook: 70 Inexpensive Things to Do or Make.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—61p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.95, publication number 130)

Document Not Available from EDRS

Descriptors—Auditory Perception, Early Childhood Education, Educational Games, Exceptional Child Education, Eye Hand Coordination, *General Education, *Handicapped Children, Home Instruction, *Instructional Materials, Language Development, *Material Development, Motor Development, Parent Role, Perceptual Development, Teacher Developed Materials, *Toys, Visual Perception Identifiers—Parent Materials

Designed for parents and teachers, the manual contains suggestions for approximately 70 inexpensive constructed games, activities, and manipulative materials for use with handicapped and non handicapped young children. Suggested are procedures for conducting materials workshops for parents and teachers. Instructions are provided for items emphasizing the following learning areas (with sample items in parentheses):

visual (nesting cans and boxes, pegboard patterns and rubber band boards); auditory (rhythm instruments and sound boxes); fine motor (stencils, dressing frames, and blowing games); gross motor (beanbags, tin can stilt, and hopscotch); touch and smell (freely feely board and smell bottles); and language and concept development (felt board, finger puppets and sequence stories). (CL)

ED 121 020 EC 082 552

Cawley, John F. And Others

Special Education Placement: Issues and Alternatives. A Decision Systems Module.

Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-167016-3573 (725)

Note—35p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$10.00, publication number 121; Black and White 16mm film, \$125.00, product number 121A, time 22 minutes)

Document Not Available from EDRS

Descriptors—Behavioral Objectives, Child Advocacy, Civil Liberties, *Decision Making, *Due Process, Educational Accountability, Elementary Secondary Education, Exceptional Child Education, Films, *Handicapped Children, Individualized Instruction, *Instructional Materials, Interdisciplinary Approach, Labeling (of Persons), Parent Role, *Student Placement

The manual is designed to be used with a 22-minute film to provide individualized instruction on a decision systems approach to special education placement for mildly handicapped students. It is explained that the film poses simulated confrontations between an elementary school teacher, principal, guidance counselor, and parents. The material in the manual is organized according to 35 objectives, each requiring the completion of several tasks. Provisions are made for the instructor to monitor individual student progress through the use of attainment sheets. Tasks and objectives are provided for such topics as behavioral characteristics of the mildly handicapped, formal and informal assessment, special education delivery systems, parent involvement in the placement decision, labeling and categorizing, least restrictive alternative, sources of test biases, observing and recording behavior, accountability and finance, socialization and peer interaction, teacher competencies, litigation, and advocacy. Listed are field resources (such as a school psychologist and resource teacher) the student is directed to visit and interview. (CL)

ED 121 021 EC 082 553

Working with Parents of Handicapped Children.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—45p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.25, publication number 132)

Document Not Available from EDRS

Descriptors—Emotional Adjustment, Exceptional Child Education, *Handicapped Children, Interviews, *Parent Counseling, *Parent Education, Parent School Relationship, *Parent Teacher Conferences, *Parent Teacher Cooperation, Preschool Education, Teacher Role

The manual covers methods for teachers to help parents understand and deal with their handicapped children and provides suggestions for improving parent-teacher meetings. Sections address the following topics: understanding parents' feelings and dealing with such special situations as referral for further tests and suspected child abuse; understanding one's own feelings in relating to parents; preparing for and conducting parent interviews, meetings, and home visits; and following up with classroom observation and home instruction. Three appendices contain a list of 24 organizations and information sources, a bibliography of approximately 50 references, and interview suggestions and sample forms. (CL)

ED 121 022 95 EC 082 599

Harris, Ben M. And Others

Professional Supervisory Competencies: Competency Specifications for Instructional Leadership Personnel. Document 7 (Revised).

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 75

Note—81p.; For related information, see EC 082 600 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administration, Exceptional Child Education, *Handicapped Children, Models, *Performance Based Education, Program Descriptions, *Special Education, Supervision, Supervisor Qualifications, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

Presented is a model and specified are competencies for the competency-guided program for preparation of special education instructional supervisors developed at the University of Texas at Austin. The supervisor's role as a change agent is examined, and 12 basic principles underlying the model of competency-guided instruction are set forth (including an emphasis on the total configuration of behaviors desired rather than a specific number of discrete characteristics). The model is diagrammed and discussed in terms of three domains: competency (problem solving, supervisory leadership job tasks, and human relations); critical competencies (24 statements in such task areas as curriculum, staffing, organization and inservice education); and job targets. Five competency assessment instruments are listed. Almost one-half of the document is composed of an appendix providing critical competencies with rationale statements and performance examples. (CL)

ED 121 023 95 EC 082 600

DeLuca, Joan And Others

A Guide to Observing Individualization of Instruction. Document Number 5.

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 74

Note—64p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administration, Behavior, *Classroom Observation Techniques, Exceptional Child Education, Guidelines, *Handicapped Children, *Individualized Instruction, *Rating Scales, Special Education, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

Developed by the Special Education Supervisor Training (SEST) Project at the University of Texas at Austin, the document examines two instruments and basic procedures for observing and analyzing individualized instruction. Guidelines are provided for self training and training others in the use of the Individualization of Instruction Inventory (III) and the Descriptive Observation Record for Individualization of Instruction (DORII). The DORII is said to be composed of five sections concerning intraclass grouping, materials, pupil autonomy, student assignments, and tutoring. Intended to be used as a supplement to the DORII, the III is a rating scale which permits quantification of observed behavior. Ten procedures for using the two instruments are listed, problems in recording and scaling responses are discussed, and feedback practices are considered. Training aspects are examined in terms of preliminary activities (with three sample sessions described), and in-classroom observation training. Additional information is provided on inter-observer reliability, data storage, retrieval and display for feedback. Among nine appendices are sample DORII and III forms, and a profile for individualization. (CL)

ED 121 024 95 EC 082 601

Evans, Michael C. And Others

Procedural Manual for Pre-Assessment; A Diagnostic Assessment System for Professional Supervisory Competence. Document Number 12a. (Includes Workbook).

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75

Note—59p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administration, *Data Collection, *Evaluation Methods, Exceptional Child Education, *Handicapped Children, *Performance Based Education, Special Education, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

A procedural manual and a workbook present information on assessing instructional supervisory competencies in special education. Reviewed in a section on data collection are the five instruments used to obtain performance estimates on the specified critical competencies, directions for self assessment, and directions for using the instruments in the pre-assessment phase. The competency analysis section describes three stages designed to estimate competence levels (five steps); set priorities among critical competencies (seven steps); and determine needs for further competency development (five steps) while also planning training activities based on the assessment (two steps). (CL)

ED 121 025 95 EC 082 602

Evans, Michael C. And Others

Procedural Manual for In-Progress and Post-Assessment; A Diagnostic Assessment System for Professional Supervisory Competencies. Document Number 12b. (Includes Workbook).

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75

Note—57p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administration, Data Collection, *Evaluation Methods, Exceptional Child Education, *Handicapped Children, *Performance Based Education, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

Provided are a procedural manual and a workbook for in-progress and post-assessment training of instructional supervisory competencies in special education. Five evaluation instruments are described, and directions for completing the instruments at the in-progress and post-assessment phases are given. Step-by-step procedures for analyzing competency are detailed for three stages (with corresponding work sheets): estimation of competence levels, determination of critical competency priorities, and diagnosis of competency needs in addition to planning training activities. (CL)

ED 121 026 95 EC 082 603

Martinez, Corine, Ed. Harris, Ben M., Ed.

A Directory of Competency-Guided Supervisory Training Materials for Independent Study. Document Number 9.

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75

Note—151p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Administration, Directories, Exceptional Child Education, *Handicapped Children, *Independent Study, *Instructional Materials, Instructional Media, *Special Education, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

The directory contains information on approximately 150 materials designed for developing professional supervisory competencies in special education through independent study or small group activity. Entries are listed alphabetically according to 24 critical competencies within the following areas: developing curriculum, developing learning resources, staffing for instruction, organizing for instruction, utilizing supporting services, providing inservice education, and relating

to the public. Entries usually include information on author, title, publisher and address, type of material, cost, time needed, group or individual use, and description. Materials are indexed by author-publisher, media, and title. (CL)

ED 121 027 95 EC 082 604

Townsend, Darryl R. And Others

Designing a Concept Development Unit; Independent Study Training Material for Professional Supervisory Competencies. Document Number 10b. A-2 Designing Instructional Units.

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75

Note—16p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administration, *Curriculum Design, Evaluation Methods, Exceptional Child Education, *Handicapped Children, *Independent Study, Individualized Instruction, Performance Based Education, *Supervisory Training, *Teaching Methods

Identifiers—*Special Education Supervisor Training Project

Presented as part of the Special Education Supervisor Training Project at the University of Texas is a learning packet on designing instructional units. Structured as a self-paced unit, the packet includes an eight-item pretest, three task assignments, and a nine-item evaluation checklist. (CL)

ED 121 028 95 EC 082 605

Bessent, E. Wailand And Others

Student Manual for Instructional Decision-Making Module; Volume 1: A Computer Assisted Instruction Module. Document Number 3.

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 74

Note—14p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administration, *Computer Assisted Instruction, *Decision Making, Exceptional Child Education, *General Education, *Handicapped Children, Higher Education, Models, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

Rational decision-making and the use of a computer assisted instruction (CAI) module for improving decisions are examined in the manual for graduate students in instructional leadership training programs. Eleven steps involved in using the CAI module are outlined, and procedures for using the terminal and evaluating decisions are analyzed. It is explained that the student manual is designed to be used with the problem manual (EC 082 606). (CL)

ED 121 029 95 EC 082 606

Bessent, E. Wailand And Others

Problem Manual for Instructional Decision-Making Module; Volume 2: A Computer Assisted Instruction Module. Document Number 4.

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 74

Note—51p.; For related documents, see EC 082 599 - EC 082 607, EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administration, *Administrative Problems, *Computer Assisted Instruction, *Decision Making, Exceptional Child Education, *General Education, *Handicapped Children, Higher Education, Models, Problem Solving, Supervisory Training

Identifiers—*Special Education Supervisor Training Project

Provided in the manual are background material, problems, and worksheets designed for graduate students involved in a computer assisted instruction (CAI) approach to supervisor training. Included are a faculty handbook for a simulated school in a mythical community, a practice

102 Document Resumes

problem to familiarize the student with terminal operation, and eight problem situations (such as appraising grade distributions and pupil transfer requests) with individual worksheets. A companion volume, EC 082 605, provides an overview to rational decision making and the CAI module. (CL)

ED 121 030 95 EC 082 607

Evans, Michael C. Harris, Ben M.
A Diagnostic Assessment System for Professional Supervisory Competencies. Document Number 11.

Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 75

Note—96p.; For related information, see EC 082 599 - EC 082 606 , EA 008 159, and EA 008 161 - EA 008 166

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administration, *Data Collection, *Evaluation Methods, Exceptional Child Education, *Handicapped Children, Models, Performance Based Education, *Special Education, *Supervisory Training

Identifiers—*Special Education Supervisor Training Project

Described is the diagnostic assessment system for professional supervisory competencies developed by the Special Education Supervisor Training Project at the University of Texas at Austin. An introductory section reviews such aspects as the competency-guided training model and the rationale for self-assessment. Five instruments are reviewed, and provisions for performance estimation and multiple assessors are considered in the section on data collection. Detailed are procedures for analyzing competencies in three stages: estimation of competence levels, determination of critical competency priorities, and diagnosis of specific knowledge or skill deficiencies needing development. Potential uses of assessment outcomes are seen to include skill in systematic data analysis, rational prioritizing, and examining self-perceptions. Considered in a final section are factors involved in administering the competency assessment in preservice and inservice programs. Seven appendices include a sample orientation session agenda and an outline of events for competency analysis sessions. (CL)

ED 121 031 EC 082 608

Nathan, Raymond, Ed.
Mental Retardation: Trends in State Services.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-OHD-76-21014

Pub Date 76

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. DHEW-OHD-76-21014, \$1.20)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administration, Civil Liberties, Delivery Systems, Educational Trends, Exceptional Child Research, Federal Aid, *Mentally Handicapped, *National Surveys, Program Budgeting, Regional Programs, *State Programs, *Trend Analysis

To identify trends in state and local programs for retarded persons, the 51 state mental retardation coordinators were surveyed. Through telephone interviews information was obtained on the following topics: organization of state services, regional and local service patterns, the role of the private sector, budgetary trends, program trends, the impact of federal assistance, and the effects of recent legal rights developments. Among major findings were that 29 states, plus the District of Columbia, have made major realignments in state mental retardation services over the past 5 years; that almost all states were implementing some form of regional or county based service delivery system; that 20 respondents reported the area of community services as the fastest growing segment of their budget; and that 38 state coordinators ranked Medicaid and social services as the most important sources of federal revenue. (LS)

ED 121 032 EC 082 609

Diller, Leonard And Others
Response Patterns in Brain Damaged Children and Teaching Styles. Final Report.

New York Univ., N.Y. Inst. of Rehabilitation Medicine.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—422257

Pub Date Jul 73

Grant—OEG-0-70-3361 (607)

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Behavior Patterns, Exceptional Child Research, *Learning Disabilities, *Physically Handicapped, Preschool Education, Student Characteristics, Student Evaluation, *Student Teacher Relationship, *Teacher Role, *Teaching Methods

A study involving 45 physically handicapped brain injured children (including Ss diagnosed with cerebral palsy, spina bifida, and other types of brain injury) and 10 physically handicapped non-brain injured children ranging in age from 2-8 years was conducted to determine if there is something distinctive about a brain injured child which suggests differences in teaching behavior in a preschool setting. The procedure included four steps: student evaluation on such tasks as the Stanford Binet Intelligence Test, a five-hole form box, and Montessori cylinders; five initial observations of pupil-teacher interaction; individual tutorial sessions; and five follow-up observations. The major components (competence, temperament, and style of non work) which emerged were not situation specific, but were found to be related to teacher and child behaviors in both the individual tutorial session and the classroom. Distinctive patterns of response to cognitive demands, which were independent of competence, were found for the cerebral palsy, spina bifida, and non-brain injured groups. Findings indicated that a child's competence, cognitive style, and response style are dimensions of behavior which influence teaching style; and that there is a need to broaden the concept of brain injury in children because injury is not a unitary concept. (Provided are appendices which include demographic characteristics of Ss, directions for numbering responses and recording, and a summary of classroom observations.) (Author/SB)

ED 121 033 EC 082 610

A Review of Progress: Model Secondary School for the Deaf; The First Five Years (1970-1975). Report.

Model Secondary School for the Deaf, Washington, D.C.

Pub Date [75]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Aurally Handicapped, Conceptual Schemes, *Curriculum, *Deaf, Educational Objectives, Exceptional Child Education, Needs Assessment, *Program Development, *Program Evaluation, *Secondary Education, Staff Improvement

Identifiers—Gallaudet College, *Model Secondary School for the Deaf

Presented is the report of a review panel made up of educators, deaf persons, and parents of deaf children on the first five years of the Model Secondary School for the Deaf operated by Gallaudet College. Sections of the report include observations and recommendations in the following areas: the school's mission; the concept of model; the instructional program; curriculum development and design; developmental education; staff development; research and evaluation; and organization, development, and management. The committee's principal concerns fall into five areas and include that emphasis should be placed on an on-going process of needs assessment, utilizing multiple internal and external sources, as an integral part of its instructional and curriculum development program. (SB)

ED 121 034 EC 082 712

Bell, David J. And Others
Let Your Fingers Do the Talking: A Teaching Manual for Use with Non-Verbal Retardates.

Craig Developmental Center, Sonyea, N.Y.

Pub Date Jan 76

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Exceptional Child Education, *Manual Communication, *Mentally Handicapped, Nonverbal Communication, *Teaching Guides

Identifiers—*Communication Disorders

The guide provides teaching suggestions as well as visual representations and written explanations

of approximately 250 signs designed to meet the needs of institutionalized mentally retarded non-verbal individuals. Stressed is the need for such actions as correct hand position, repetition, body movement and facial expression, and rewards for desired responses. Signs are presented for numbers, alphabet letters, and common words, and are indexed alphabetically. (CL)

ED 121 035 EC 082 713

Jordan, Valerie Barnes

Cognitive Development Among Retardates: Reanalysis of Inhelder's Data.

Pub Date Apr 76

Note—9p.; For Inhelder's study see ED 022 305

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescents, *Age Differences, Childhood, *Cognitive Development, *Educable Mentally Handicapped, Exceptional Child Research, *Intelligence Differences, Mentally Handicapped

Identifiers—Inhelder (Barbel), Piaget (Jean)

A reanalysis of B. Inhelder's (1968) data concerning cognitive development among retardates was performed by selecting from the original 159 subjects a sample of 104 educable mentally retarded Ss (7-19 years old) who were diagnosed as fixated or nonfixated at three of the cognitive stages postulated by Jean Piaget. The results indicated that among fixated retardates, those at lower cognitive stages differed significantly in IQ and MA, while those at higher cognitive stages differed significantly in CA and MA. Among nonfixated subjects, differences between those at each cognitive stage were significant on CA and MA, but not on IQ. In contrast to fixated subjects, nonfixated subjects had significantly higher IQs and MA, and reached higher cognitive stages. It was concluded that a diagnosis of cognitive fixation seemed premature for preadolescent retardates, since the potential for cognitive growth through adolescence appeared strong. (LS)

ED 121 036 EC 082 714

Dobbert, Daniel J.

Variables Affecting the Use of Instructional Media by Minnesota Special Educators.

Pub Date 76

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976, Session 11.10)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Elementary Secondary Education, *Evaluation Criteria, Exceptional Child Research, *Handicapped Children, *Instructional Media, *Questionnaires, *Special Education Teachers, Statistical Analysis

Variables affecting use and non-use for 58 media of instruction by 506 Minnesota special educators during the 1973-74 school year were examined. Analysis utilized the chi-square statistic to determine non-chance relationships. Descriptive statistics were reported for all variables and population descriptions. Findings suggested that teaching assignment, availability, and level have the greatest frequency of significant relationships. Teacher preparation sequence was noted to have an insignificant relationship to use and nonuse. (Author/SB)

ED 121 037 95 EC 082 715

Draper, Ingrid L., Comp And Others

A Materials Resource Guide for Teachers of Preschool Children with Special Needs.

Detroit Public Schools, Mich. Pre-school Technical Assistance Resource and Training Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Dec 75]

Note—68p.

Available from—Information and Research Utilization Center, 1201 16th Street, NW, Washington, D.C. (\$5.10 xerox copy)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Auditory Training, Cognitive Development, Exceptional Child Education, *Handicapped Children, Inservice Teacher Education, *Instructional Materials, Language Development, Motor Development, Perceptual Development, Preschool Education, *Resource Guides, Self Actualization, Sensory Training, Social Development, *Special Education

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI

Presented is a resource guide which provides an overview of approximately 185 commercially

prepared preschool educational materials available to regular and special education classroom teachers. Materials have been categorized into nine instructional areas: cognitive development, number concept development, perceptual-motor development, language development, motor development, auditory discrimination, sensory discrimination, self-awareness and socialization, and inservice teacher training materials. The name of the material, a brief description, and the name of the publisher are provided with each entry. A complete address listing for each publisher referred to is included in the publisher index. The importance of selecting materials to meet the needs of the child is emphasized throughout the guide. (Author/SB)

ED 121 038 95 EC 082 716

Draper, Ingrid L., Comp.

A Selected Special Education Bibliography and Resource Guide.

Detroit Public Schools, Mich. Pre-school Technical Assistance Resource and Training Center. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Sep 75]

Note—102p.

Available from—Information and Research Utilization Center, 1201 16th Street, NW, Washington, D.C. (\$7.50 xerox copy)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Audiovisual Aids, *Bibliographies, Educational Programs, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Information Centers, Instructional Materials, Periodicals, Publications, *Resource Guides, *Special Education

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, *Parent Materials

Presented is a bibliography and resource guide to assist Head Start personnel who are not experienced in special education to locate helpful resources and to provide listings of current literature and training materials for special educators. Listed in Chapter (1) are several national, state, and local sources of information and resources in each of the major areas of exceptionality. Provided in Chapter (2) is information on professional journals which are widely used in the field of special education. In Chapter (3), bibliographic entries (which include title, publisher, and publication date) are listed alphabetically by author under the following categories: general overview, mental retardation, speech and hearing disorders, vision, learning disabilities, emotional disturbance, orthopedic and other health impairments, parent education, supportive services, and curriculum and instructional strategies. Also included are references to free and low cost materials in each area. Chapters (4) and (5) include listings which give brief descriptions, sources, and costs of educational films, inservice training materials, video tapes, and phonodiscs for parents and educators. A national listing of early childhood programs for young handicapped children is presented in the final chapter. (Author/SB)

ED 121 039 95 EC 082 717

Wessel, Janet A.

Programmatic Research Project in Physical Education for the Mentally Retarded Child in the Elementary School. Final Report.

Michigan State Univ., East Lansing.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—322718

Pub Date Jun 75

Grant—OEG-0-71-3905 (608)

Note—390p.; Some of the print size is of marginal legibility and print in some of the tables is small

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Diagnostic Teaching, Elementary Secondary Education, Exceptional Child Research, Mentally Handicapped, Motor Development, *Physical Education, Psychomotor Skills, *Trainable Mentally Handicapped

Identifiers—*I CAN Curriculum

The project developed and evaluated an individualized physical education curriculum (called I CAN) for trainable mentally retarded children, ages 5-14 years. The instructional system consists of a set of primary psychomotor skills curriculum resource materials for individualizing instruction and a competency-based teaching guide for diagnostic-prescriptive

teaching. Used for designing the instructional system were six major criteria: diagnostic-prescriptive nature, replicability, flexibility, adaptability, interrelatedness, and accountability. Included in the I CAN program are primary skills in aquatics, body management, fundamental skills, and health/fitness. System evaluation focused on identifying deficiencies and alternatives in form, substance, and methodology related to the use of I CAN by classroom teachers and physical education specialists. Assessment and reassessment of student status occurred within the instructional setting. Learner impact data reported by student gains, grouped by skill and teacher type, indicated: (1) the effectiveness of the instructional system, and (2) replicability and transportability for both classroom and physical education specialists. (More than half the document consists of appendices such as sample field test materials, working papers, evaluation handbook for the field test teachers, evaluation data tables, and revisions recommended by field test teachers.) (Author/DB)

ED 121 040 95 EC 082 718

Linville, John G.

Research and Development of Tactile Facsimile Reading Aid for the Blind (The Optacon). Final Report.

Stanford Univ., Calif. Stanford Electronics Labs.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—142112

Pub Date Mar 73

Grant—OEG-0-8-071112-2995

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Blind, Electromechanical Aids, Exceptional Child Research, *Material Development, *Reading, *Sensory Aids, Tactile Adaptation, Visually Handicapped

Identifiers—*Optacon

Presented is a report on the 5-year project to develop the Optacon, an electronic device which allows the blind individual to read ordinary printed matter directly and independently. Chapter (1) provides and introduction and overview of the Optacon Project. Summarized in Chapter (2) is a chronological account of the Optacon Project which traces research progress from 1963 to 1972. Conclusions, observations, and recommendations are given in Chapter (3) and include that the Optacon makes the blind more employable, that the university is an attractive environment to attack blindness with electronic technology, and that the present Optacon should be used with the blind student. Among appended material are seven abstracts of dissertations and theses on blind reading aids research sponsored by the Office of Education and a listing of 83 published papers and reports on blind reading aids and related integrated circuits research. (SB)

ED 121 041 95 EC 082 719

Kline, Donald Christiansen, James

Educational and Psychological Problems of Abused Children. Final Report.

Utah State Univ., Logan. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Research Projects Branch.

Pub Date Sep 75

Contract—G00-75-00352

Note—174p.; For related information, see ED 107 056

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Child Abuse, *Demography, Disadvantaged Youth, Elementary Secondary Education, *Emotional Problems, Etiology, Exceptional Child Research, *Incidence, *Learning Difficulties, Literature Reviews

Identifiers—*Neglected Children

The frequency of educational and psychological problems was examined in 138 school-aged abused children. Related literature was reviewed to present the history, magnitude, and demographic aspects of child abuse and to analyze current knowledge in terms of the adequacy of research methodology and design. Data for the study were drawn from juvenile court records and the following variables were investigated: frequency of special education placement; frequency of speech therapy and psychological counseling; frequency of institutional placement; type and frequency of traits and behaviors which

may be indicative of psychological problems; and academic achievement levels. Findings showed that the frequency of placement in classes for the educable retarded and emotionally disturbed was significantly greater for the abused population than the school district population not reported as abused; that the number of abused children receiving speech therapy was not statistically significant; that the number of abused children found in psychiatric institutions was greater than in the general population; that abused children had traits and behaviors indicative of psychological problems; and that academic achievement of abused children was below grade level in a majority of cases. (Among appended material are the abused child concept scheme, abused child glossary of terms, data collection checklist, and school population figures.) (Author/SB)

ED 121 042 EC 082 763

Grunewald, Karl

Day Centers for Mentally Retarded Adults.

International League of Societies for the Mentally Handicapped, Brussels (Belgium).

Pub Date 75

Note—71p.

Available from—International League of Societies for the Mentally Handicapped, Secretariat: rue Forestiere, 12 - B-1050 Bruxelles, Belgium (5 Swiss Francs)

Document Not Available from EDRS

Descriptors—Adults, Architecture, *Building Design, *Child Care Centers, *Custodial Mentally Handicapped, *Day Schools, Design Needs, Exceptional Child Education, Facilities, *Facility Planning, Mentally Handicapped, Program Design, Program Planning, Trainable Mentally Handicapped

Based on a 1971 conference in Sweden, the booklet examines practical planning and operational aspects of day care centers for mentally retarded adults who cannot participate in sheltered work. Topics addressed are facility location in relation to transportation, community services, and group homes; size; design to accommodate self care training, meals, and vocational training in a barrier-free atmosphere; personnel allocations and functions; conferences, including goal planning and client meetings; activity content, including training in activities of daily living and motor skills; schedules; work training; and compensation. Appended are diagrams of sample facility designs. (CL)

ED 121 043 EC 082 764

Kershman, Susan M. Hart, Verna

A Hierarchy of Tasks in the Development of Tactile Discrimination. Final Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—443AH50044

Pub Date Aug 75

Grant—G00-75-00357

Note—154p.; Print in some tables is excessively small and figures may not be clear. Some of the print in the text is marginal

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Blind, Braille, *Cutaneous Sense, Discrimination Learning, Exceptional Child Research, Primary Education, Reading Readiness, *Sensory Training, *Sequential Learning, Tactile Adaptation, *Tactile Perception, Visually Handicapped

Identifiers—Optacon

A hypothesized hierarchy of tasks in the development of tactual discrimination (an essential skill for reading) was tested in 60 blind primary level children. For five braille and five Optacon (optical to tactile converter) sequences, Ss were asked to identify the different stimulus from the four presented. Scalogram analysis was used to examine the results using a variety of criteria of mastery for all tasks. Results validated the hypothesized sequence of tasks and indicated that many first grade and most second grade Ss completed at least half of the simple discriminations given on the Optacon. Data supported the suggested use of raised line forms in Optacon readiness materials. (Four appendices include a 40-page review of the literature.) (CL)

ED 121 044 EC 082 767

Padzensky, Herb

Inservice Training — Workmeetings, Task Forces — Etc.: How to Plan for a Successful Group Session. Training Monograph One.

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Pub Date 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*General Education, Group Dynamics, *Handicapped Children, Inservice Courses, *Inservice Education, Institutes (Training Programs), *Planning Meetings, Professional Training, Program Planning, Staff Improvement, *Staff Meetings, Workshops

The processes involved in staging successful inservice training, staff meetings, and task force sessions are described. Examples are provided and details are given for four phases of preparation: preplanning (including identification of need, setting priority objectives, and determining the type of group session); planning (covering such aspects as participant involvement, agenda content, and suggested schedules); completing details prior to the meeting (such as selecting the leader); and carrying out the session itself. A chart of group interaction levels is provided. (CL)

ED 121 045 EC 082 768

McCarthy, Robert E. Bakaitis, Patricia

Effects of Music Therapy on Handicapped Students: A Title VI-B Project.

Fairfax County Schools, Va.

Pub Date Sep 75

Note—37p.; Paper presented at the 1976 American Educational Research Association Meeting Session 12.15

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attention Span, Behavior Patterns, Elementary Secondary Education, Exceptional Child Research, Mentally Handicapped, *Multiply Handicapped, *Music, Music Activities, *Physically Handicapped, Program Effectiveness, *Therapy, *Trainable Mentally Handicapped

Evaluated were the effects of music therapy sessions on the behavior of approximately 300 moderately retarded, physically handicapped and multiply handicapped students. Data on attentive behavior and disruptive behavior were recorded by 37 special education teachers, 25 instructional aides and one principal who were trained to observe and record target behaviors. Music activities, led by music therapists, included singing, dancing, playing instruments, exercising to music, and simple composing. Emphasized were language, socialization, motor and basic academic skills. Results of a multiple linear regression analysis of variance performed on approximately 2,700 separate sets of observations indicated a significant gain in attentiveness and a decrease in disruptiveness during the music therapy program. (CL)

ED 121 046 EC 082 769

Evans, Joyce S.

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Volume 1 of 2 Volumes.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—H33-3646

Pub Date Nov 74

Grant—OEG-0-74-0550

Note—101p.; For appendixes to the document, see EC 082 770

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Bilingualism, Check Lists, Culture Free Tests, Disadvantaged Youth, Exceptional Child Research, Identification, *Learning Disabilities, *Material Development, *Mexican Americans, Parent Role, Preschool Education, Resource Guides, *Screening Tests, Teaching Guides

Identifiers—*Ability Development Project, Final Reports, Informal Assessment

As part of the Ability Development Project to identify 4-year-old Mexican American children with learning disabilities and develop appropriate curricular materials for them, 99 children (3-5 years old) attending city day care centers were assigned to the Bilingual Early Childhood Program, Level II. Twenty-nine children (final results included data on only 22 of this group) identified by Project staff as having the most severe learning disabilities were selected as the target population. Identification instruments and supplementary activities were developed or adapted using a

pre-posttest research design which compared results from the target group with results from non-handicapped classmates and handicapped children who had not received supplementary assistance. The following products resulted: Spanish/English Language Preference Screening, Observational Checklists for Referral, Criterion Referenced Test, Supplementary Activities, the Instructional materials manual "How to Fill Your Toy Shelves Without Emptying Your Pocketbook—70 Inexpensive Things to Do or Make", and a manual on working with parents of handicapped children. Findings included that project children made significant gains on criterion-referenced and norm-referenced tests; and target children who had received Supplementary Activities made greater gains than target children who had not, and in some areas made gains comparable with those of their non-handicapped peers. (Numerous tables with statistical information are provided.) (Author/SB)

ED 121 047 95 EC 082 770

Evans, Joyce S.

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Appendix. Volume 2 of 2 Volumes.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—H33-3640

Pub Date Nov 74

Grant—OEG-0-74-0550

Note—220p.; For information on the Research Project, see EC 082 769

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Bilingualism, Disadvantaged Youth, Exceptional Child Research, Instructional Materials, *Learning Disabilities, *Mexican Americans, Parent Role, Preschool Education, *Program Descriptions, Resource Guides, *Screening Tests, Teaching Guides

Identifiers—*Ability Development Project, Informal Assessment

Provided are 13 appendixes to a report on the Ability Development Project to identify 4-year-old learning disabled Mexican American children and develop appropriate curricular materials for them. Included are a list of references; a list of external consultants; background and rationale of the Bilingual Early Childhood and Bilingual Kindergarten Programs (which contains information in such areas as program strategies, program evaluation, and program staff); developmental procedures for the Southwest Educational Development Laboratory; an abstract, evaluation reports, and recording forms on the Spanish/English Language Preference Screening; a list of materials and instructions for the Criterion Referenced Test on Units 1-15 of the Bilingual Early Childhood Program, Level II; an abstract, consultant review, teacher review, and evaluation report on the Observational Checklist for Referral; a survey of tests administered to preschool children in Texas; learning profiles and recording forms; an abstract and consultant review questions on the manual for working with parents of handicapped children; an abstract and materials workshop summary on an instructional materials manual; information on the parent interview (such as general instructions, interview questions, and the interview form); and parent activities information which includes a parent workshop survey, a summary of parent workshop activities, and a report and a newspaper article on the planning and building of an adventure playground. (SB)

ED 121 048 EC 082 816

Lambert, Roger H. And Others

Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1975.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No—19-034-151-145

Pub Date 75

Note—74p.

Available from—Center for Studies in Vocational and Technical Education, 321 Education Building, 1000 Bascom Mall, Madison, Wisconsin 53706

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Annual Reports, Conferences, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, *Material Development, *Program Development, Special Education, *Vocational Education, Workshops

Reviewed are activities carried out over a 1-year period by the Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Provided in Section I is a summary of project activities which include workshops in VTAE (Wisconsin Board of Vocational, Technical and Adult Education) districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, preparation of exhibits at state and national programs and conferences, provision of consulting and advisory services, development of a bibliography of free loan materials for handicapped and special education, and production of a film about vocational education of the handicapped in Wisconsin Technical Institutes. Convention program activities are reported in Section II which summarizes the six topics discussed at the New Orleans convention. Program outlines of inservice workshops held in the vocational, technical, and adult education districts are offered in the area of improvement of instruction through awareness and motivation of students. (SB)

ED 121 049 EC 082 817

Outreach: A Special Edition of Cycles.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—50p.; Tables may reproduce poorly due to type size

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Early Childhood Education, *Educational Programs, Exceptional Child Education, *Handicapped Children, Outreach Programs, Program Descriptions, Program Development, *Special Education

Identifiers—*First Chance Network

In a collection of seven essays, the authors explain some of the problems in developing outreach programs for handicapped children and offer examples, from their own programs, of successful efforts. Included are entries on the development of replicable products in the Chapel Hill Project (A. Sanford), target audiences among Head Start Programs (C. Murphy, Jr.), Head Start Outreach activities such as Project TAPP (Technical Assistance to Preschool Programs) (J. Jelinek), the use of media in the delivery of Language Development Programs' services (K. Horton and D. Prince), some ideas found successful in Project CEEP (Children's Early Education Project) for replication efforts or outreach activities (K. King), efforts to evaluate Portage Project (N. Schorlinghuis), and continuation funding for the Preschool Special Education Project (C. Jordan). (SB)

ED 121 050 EC 082 818

Collins, Michael T. Rudolph, James M.

A Manual for the Assessment of a "Deaf-Blind" Multiply-Handicapped Child. Revised Edition.

Midwest Regional Center for Services to Deaf-Blind Children, Lansing, Mich.

Pub Date Feb 75

Note—43p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Check Lists, *Child Development, Cognitive Development, *Deaf Blind, Exceptional Child Education, Language Development, Motor Development, Multiply Handicapped, Self Care Skills, Social Development, *Student Evaluation

Identifiers—*Informal Assessment

Presented is a manual for program assessment of the deaf-blind child's development. In the introduction, it is stressed that the manual is not intended to be a curriculum guide and that scale items are not designed to replace the objectives and activities of the child's curriculum. Assessment checklists are color-coded according to the following areas (sample divisions under major areas are in parentheses): personal self-help skills (bottle feeding, dressing, washing hands, and grooming), social development (interaction with children, interaction with family, and behaviors in

a structured educational setting), gross motor development (head movements, creeping, and adaptive balance), fine motor development (holding objects, finger movements, and inspection and manipulation of more than one object), language development (imitation, gesturing, and written communication), and cognition (object permanence, problem solving, and sequencing). Spaces are provided for checking off the child's demonstrated abilities during six assessments. An additional listing is provided for recording behavior patterns that interfere excessively with the child's attentiveness and "normal" functioning. (SB)

ED 121 051 EC 082 840

Sie, Maureen A. And Others
An Educational Alternative for Special Education.
Macomb County Intermediate School District,
Mount Clemens, Mich.
Pub Date Apr 76

Note—58p.; Paper presented at the 1976 meeting of the American Education Research Association (San Francisco, California, Session 28.12)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Camping, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Inservice Teacher Education, *Outdoor Education, *Program Descriptions, *Program Evaluation, *Testing

Described is a 4-year project which provides 3-day outdoor education experiences for orthopedically handicapped, trainable and educable mentally handicapped, hearing impaired, and physically impaired students from 3 to 24 years of age. The following program objectives are described: (1) to improve achievement in regular school subjects, self concepts, interpersonal relationships, and leisure skills; (2) to train special education teachers in outdoor education skills; (3) to test an outdoor education model with handicapped children; and (4) to educate and involve parents of handicapped children. The project is reported to have developed a handbook on outdoor education dealing with daily living skills, arithmetic, science, social studies, language arts, music, and physical education. Results of program evaluation after the third year are reported to show the teacher training component to be highly successful, the learning sessions for the various handicapped groups to meet the stated objectives, and statistically significant gains in basic concepts for the trainables in the experimental group. Appended are an instrument for the teacher workshop on outdoor education, teacher made camp tests for each exceptionality, and instruments to evaluate affective and psychomotor domains. (Author/DB)

FL

ED 121 052 FL 004 742

Willcott, Paul
Definiteness Problems in the Written English of Arabic Speakers: A Taxonomy with Partial Explanation.

Pub Date 73
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Arabic, *Composition Skills (Literary), *Determiners (Languages), *English (Second Language), Error Patterns, Expository Writing, Language Instruction, *Language Usage, *Second Language Learning, Semantics, Syntax, Writing Skills, Written Language

Identifiers—*Error Analysis

The purpose of this paper is to classify the types of errors Arabs make with definiteness in English and to count the rate of occurrence of each. To accomplish this, 16 three-hour American history final examinations written by Arabic speakers at the University of Texas at Austin were examined. This discussion is limited to the four categories (out of 24) in which 89% (numbering 509) of the errors occurred. The first category (in which the largest number of errors occurred) includes occurrences in which no article stands where "the" is appropriate and in which the noun phrase of which it is a part is ungrammatical. In the category with the second largest number of errors, "the" stands where no article is appropriate, although this is not necessary for grammaticality in the noun phrase; the string or sentence is not semantically justified by the

larger context; and/or the sentence is "foreign-sounding." In the third largest category, no article stands where "a" is required, and the noun phrase is ungrammatical. In the fourth largest category, no article stands where "the" is appropriate, the string or sentence is not semantically justified, and/or the sentence is "foreign-sounding." (RM)

ED 121 053 FL 005 962

Underwood, Gary N.
What You Sound Like to an Arkansawyer.
Pub Date [74]

Note—21p.; An earlier version was presented at the annual meeting of the American Dialect Society (Chicago, Illinois, December 27, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American English, Dialect Studies, *Language Attitudes, *Language Research, Language Usage, *Language Variation, Non-standard Dialects, *Regional Dialects, Sociolinguistics

Identifiers—*Arkansas, Labov (William)

This paper reports on the Arkansas Language Survey, which had two purposes: (1) to explore the idea advanced by Labov that Americans generally have negative attitudes about their language, and to see to what extent this applies to Arkansawyers; and (2) to determine how Arkansawyers judge the way other Americans speak English. The twenty-four white adult subjects, chosen randomly among natives of the Arkansas Ozarks region, ranged in age from 29 to 74 years. There were 16 females and 8 males. They were asked to rate each of 10 speakers, heard on a recording, on speech and personality. The ten speech areas included on the tape were: eastern Massachusetts; Charleston, South Carolina; central Kentucky; New York City; Little Rock, Arkansas; Chicago; northeast Arkansas; Alabama; Ozark Arkansas; and Philadelphia. The results showed that the subjects perceived their own Ozark speech as having the most favorable traits. The closely related dialect of northeast Arkansas was the second preference, followed by Coastal Southern English of Alabama. Southern English was seen as more favorable than Northern speech, which in turn was preferred over Black English. Finally, the subjects did not exhibit the linguistic self-hatred postulated by Labov. (CLK)

ED 121 054 FL 005 992

Swain, Merrill
Some Issues in Bilingual Education in Canada.
Pub Date Mar 74

Note—9p.; Paper presented at the Symposium on Identite Culturelle et Francophonie dans Les Ameriques (Indiana University, Bloomington, Indiana, March, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Acculturation, *Bilingual Education, Bilingualism, *Educational Policy, Elementary Secondary Education, *English, *French, Language Instruction, *Language of Instruction, Language Planning, Language Skills, Official Languages, Second Language Learning, Sociocultural Patterns

Identifiers—*Canada, Immersion Programs

The basic language issues in Canada are two-fold: (1) French-Canadians are making serious attempts to maintain their native language and culture, and a move towards French unilingualism is apparent; (2) English-Canadians are showing increasing interest in becoming bilingual, mainly because they are not threatened by native language loss or by cultural assimilation; and they are gradually accepting the economic and educational advantages of learning French. Some of the bilingual programs developed for English-speaking students are discussed. Evaluations of these programs have attempted to answer questions concerning the effect of bilingual education on French and English proficiency, the students' knowledge of curriculum subjects other than language, and IQ and cognitive development. Results indicate that bilingual programs do not affect cognitive development or achievement in curriculum subjects. Although children in total immersion programs do lag behind in English skills, they catch up when English Language Arts instruction is begun. Secondary students' English skills are not affected, and both primary and secondary students have French skills superior to students in regular language classes. Better results are obtained in reading skills by introducing reading first in French in the immersion programs. In addition, one study has noted that students in im-

mersion programs may develop and reinforce their own classroom dialect of French. (CLK)

ED 121 055 FL 006 381

Farwell, Carol
A Note on the Production of Fricatives in Linguistically Deviant Children. Papers and Reports on Child Language Development, No. 4.
Stanford Univ., Calif. Committee on Linguistics.
Pub Date Jun 72
Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, Consonants, *Distinctive Features, *Language Development, Language Handicaps, Language Research, Phonological Units, *Phonology, Psycholinguistics, *Retarded Speech Development, Verbal Development

Fricatives and affricates in different word positions and initial fricative clusters were elicited from three linguistically deviant children (ages five years, two months to seven years) and one normal child (age two years, nine months) by means of pictures depicting familiar objects. Data from two of the older children and the normal child are analyzed in this note. The deviant children seem to be following a normal progression of fricative development when compared to normative studies, but they are learning much more slowly. The phonetic data on the initial fricative clusters is published in full and compared with cluster reduction processes from the literature on normal children. Again, the delayed children display processes similar to normal children. In addition, it is hypothesized that s + stop clusters are the last produced as clusters, while s + nasal clusters, and clusters containing fricatives other than s are produced as clusters sooner by both normal and deviant children. (Author)

ED 121 056 FL 007 405

Barik, Henri C. Swain, Merrill
Bilingual Education Project: Evaluation of the 1974-75 French Immersion Program in Grades 2-4, Ottawa Board of Education and Carleton Board of Education.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Dec 75

Note—30p.; For related documents, see ED 100 175 and 176

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bilingual Education, *Elementary Education, English, *French, *Language Instruction, Language Proficiency, Language Programs, Language Skills, *Program Evaluation, Reading Skills, Second Language Learning, Student Evaluation

Identifiers—Immersion Programs, *Ottawa Carleton Board of Education

The school performance of pupils in grades 2-4 of the French immersion program in operation in the Ottawa-Carleton public schools is evaluated in comparison with the performance of those in the regular English program. The results indicate that by the end of grade 2, pupils in the immersion program show the same level of cognitive development as pupils in the regular program, are behind their peers in the regular English program only in spelling, show no difference in mathematical skills, and exhibit comprehension of French lower than that of native speakers but significantly higher than regular program pupils. By the end of grade 3, immersion pupils lag behind in several areas of English language skills and in mathematical skills requiring the reading of English, but perform satisfactorily on measures of French reading and listening comprehension and show the same level of cognitive development as regular pupils. Upon completion of grade 4, the immersion pupils reveal for the first time a higher level of cognitive ability than regular pupils. In addition, at this point their English language skills, mathematical skills, and French reading comprehension are equivalent or superior to those of regular students. (Author/CLK)

ED 121 057 FL 007 420

Hancock, Ian F.
Problems in the Creation of a Standard Dialect of Romanes. Working Papers in Sociolinguistics, No. 25.

Spons Agency—Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.

Pub Date Jun 75

Note—67p.; Paper first presented to the Language Planning Session of the World Congress of

Sociology (8th, Toronto, Canada, August 1974)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Diachronic Linguistics, Dialect Studies, Language Attitudes, *Language Planning, Language Research, *Language Standardization, *Language Variation, Literacy, Nomads, *Orthographic Symbols, Phonology, Regional Dialects, *Social Attitudes, Sociolinguistics, Standard Spoken Usage
Identifiers—Gypsies, Rom, *Romanes

Romanes is the collective name for dialects spoken by over six million Rom throughout the world. It is felt that a standard language is an essential factor for the attainment of a united future and the possible creation of the Gypsy state of Romanestan. This paper deals with some of the problems involved in creating such a unified and standardized language, particularly problems of orthographic standardization. The central issues include: (1) prevailing non-Gypsy attitudes towards the Rom and Romanes, with the consequent effects upon the attitudes of the speakers toward themselves and their language; (2) the diversity of dialects, which raises the question of whether a composite variety should be created rather than standardizing one existing dialect; (3) the problem of individuals who no longer speak Romanes per se, but rather creolized forms of the language; and (4) the question of literacy, and attitudes towards it and formal education in general. Accompanying the discussion of these issues are a historical sketch of Romanes and a description of its modern dialects, a phonological description and a discussion of specific linguistic problems, specifically those encountered in devising an orthography. (Author/CLK)

ED 121 058

FL 007 436

Zaetta, Robert

Strategies for Improving the Teaching and Learning of Foreign Languages.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Oct 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Planning, *Curriculum Development, *Educational Improvement, Instructional Materials, Language Enrollment, *Language Instruction, Language Teachers, Modern Language Curriculum, *Second Language Learning, Student Attitudes, *Teaching Methods

This paper is designed to pinpoint the problems facing the teaching of foreign languages and suggests strategies that can be used in meeting these problems. The problems facing the profession have been assessed by observing foreign language teachers in the classroom and in conversations with them. Problems include the varying rate at which students acquire language skills, course content, preparation of students before they enter a given course, student attitudes toward language study, and the relationship between language study and their chosen careers. The strategies incorporate the findings of recent research and innovative ideas in foreign language curriculum development. (Author/CLK)

ED 121 059

FL 007 488

Elliott, Jacqueline C.

Poesies et Chansons Françaises: Base pour l'Etude de la Langue et de la Civilisation (French Poetry and Songs: A Basis for the Study of Language and Culture).

Pub Date 75

Note—31p.; In French

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Cultural Background, Cultural Context, *Cultural Education, Elementary Secondary Education, *French, French Literature, Instructional Materials, *Language Instruction, *Poetry, Teaching Methods, *Vocal Music

The French cultural heritage is filled with tales, songs, and poems that reflect the culture, civilization and language of France. This paper suggests using these cultural products as instructional materials in French language classes for second language learners. Some of these materials are already in use in French schools, and it is suggested that they could serve as a cultural link between French and American students. Materials of this sort have both linguistic and cultural advantages. Students can learn language structure and use and vocabulary through the use of appealing materials, and the insights that these materials

provide into French culture could serve as a basis for discussions or research. The suggested method is outlined, and specific examples in the form of songs and poetry are given. (Author/CLK)

ED 121 060

FL 007 489

Reiner, Anita

Travel Slides: The Forgotten Medium in Teaching English as a Second Language.

Pub Date Mar 75

Note—13p.; Paper presented at the Conference of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescents, Adult Students, African Culture, African History, Cultural Awareness, *Cultural Education, *English (Second Language), Instructional Aids, Instructional Materials, *Language Instruction, Language Skills, Second Language Learning, *Slides, *Visual Aids

Identifiers—*Africa

Travel slides, which many teachers have from their own travels, can provide material for excellent language lessons of high interest, even at beginning levels. Slides of Africa were used to develop five teaching units easily adapted to several language levels. Each unit included questions and information about the slides with related reading and writing exercises: an African folktale with related questions; a dialogue based on a slide; and an African cultural history exercise with reading, questions, and an audio-motor activity. Selected groups of slides were also used for specific drill on, for example, prepositions or rejoinders. These lessons were used with teenage and adult students of beginning to advanced levels. The slides were a means of including interesting content on African geography, history, and culture; they also served as a bridge to get students to talk about their own cultures. The slides helped to create a relaxed learning environment for both teaching and allowing communication. Finally, the slides involved the students in what was being taught and stimulated them to originate their own utterances. Teachers should consider their own travel slides as a basis for developing valuable language lessons. (Author)

ED 121 061

FL 007 496

Shuy, Roger W.

Variability and the Public Image of Language.

Pub Date Oct 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Applied Linguistics, Dialects, Language Standardization, Language Styles, *Language Usage, *Language Variation, *Linguistics, Negro Dialects, Nonstandard Dialects, *Public Opinion, *Sociolinguistics

Knowledge about how language works is often considered superfluous by the public. In general, the public image of language is that language is in a serious decline and that outside influences on language have led it astray, views that are supported by false assumptions about language on the part of writers. Writers in newspapers and magazines note that language is declining, that accuracy of construction and expression have disappeared, and that television, Watergate and the rise of minorities have contributed to the downfall. The public does not seem to understand language structure and variability or bilingualism. There is a general belief that study of Latin is important to understanding English. Many writers desire an unchanging language style and standard, denying creativity and dialect variations. Bilingual education is criticized as detracting from a homogeneous society and catering to minorities and non-learners. Linguists may take advantage of the public discussion by: (1) presenting language variability as a resource rather than as a compensatory remedy; (2) dispel the myth that linguistics stands for a lawless body of materials and point out that linguists actually are proposing a more rigorous set of principles than ever before have been suggested; (3) expressing joy in language variation; and (4) examining both the good and the supposedly bad outside influences on language (CHK)

ED 121 062

FL 007 515

Christiansen, Robert E. Dooling, D. James

Encoding Specificity for Sentences in Connected Discourse.

Pub Date Aug 75

Note—13p.; Paper presented at the Convention of the American Psychological Association (Chicago, Illinois, August, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Processes, *Connected Discourse, *Context Clues, Cues, Experimental Psychology, Language Research, *Linguistic Theory, *Memory, *Psycholinguistics, Recognition, Verbal Stimuli

Identifiers—*Language Processing

The encoding specificity principle predicts that a change in context between input and test will adversely affect recognition memory. Experiment I tested this with sentences from a prose passage and no context effects were obtained. Experiments II, III, and IV compared context effects for words in random sentences versus connected discourse. In most cases, the usual encoding specificity effects were obtained for a list of unrelated sentences. But context effects were attenuated or wiped out when the test items had been embedded in a meaningful passage. The theme of a passage serves as a powerful retrieval cue that overrides the context effects that have typically been obtained. (Author)

ED 121 063

FL 007 516

Shuy, Roger W.

Capitalizing on Language Diversity for Children's Learning.

Pub Date Jan 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *Curriculum Development, Decision Making, *Educational Innovation, Language Programs, Language Skills, *Program Design, *Program Development, Program Planning

Language diversity should be viewed as an asset to schools rather than a liability. Educators should capitalize on the situation and adapt early by developing a bilingual education program. Three levels of decision-making are discussed, with alternatives and criteria described for each. (1) Program decision-making involves a range of choice from monolingual non-English schooling through bilingual education to English-only instruction at the opposite end of the scale. Factors to be considered are how well each program provides balanced instruction, language skills and cultural respect, and what materials and staff are available. A bilingual program best fulfills most requirements. (2) Curriculum decision-making involves choosing among transitional bilingualism, monolingual bilingualism, partial bilingualism and bilingual maintenance. Similar questions about balanced instruction, language skill development and self-concept enhancement may be asked. The bilingual maintenance model appears superior. (3) Instructional decision-making involves choosing among a balanced bilingual instructional model, a preview-review model alternating languages during each lesson and a day-by-day alternation model. The balanced bilingual instructional model appears most effective. A listing of bilingual education resource centers is included. (CHK)

ED 121 064

FL 007 519

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction), Vol. 6, No. 2.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 75

Note—107p.; In German

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Abstracts, *Annotated Bibliographies, Applied Linguistics, Audiovisual Aids, English (Second Language), French, *German, Grammar, Information Systems, *Language Instruction, Language Research, Linguistics, Modern Languages, Resource Materials, Russian, *Second Language Learning, Syntax, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research. The center has an information dissemination service which closely resembles the Clearinghouse on Languages and Linguistics of the ERIC system (ERIC/CLL). This bibliography, published quarterly by the IFS, lists items compiled in conjunction with the ER-

IC/CLL as well as with a number of institutions in other countries involved with research or applications in languages or linguistics. In Vol. 6, No. 2, are listed 241 items, most of which were published in 1974 and 75. Although the entries deal primarily with the teaching of modern foreign languages, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, giving full bibliographic information and including subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross reference index of author/title to entry number. (TL)

ED 121 065 FL 007 522

The World of Work in Every Language.
Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Awareness, Career Opportunities, Career Planning, *Employment Opportunities, Job Skills, *Labor Market, Language Proficiency, *Language Skills, Second Language Learning, *Second Languages, *State Surveys

Identifiers—*Oklahoma

A survey of Oklahoma businesses dealing in international trade shows that these firms need personnel skilled in foreign languages. Career areas in which these skills are needed are varied, and applicants with language proficiency in addition to other skills could have an advantage over other applicants. Some respondents commented that language teaching methods and content should be changed. Of firms responding, only one-quarter currently use employees with foreign language skills, but over half would use them if available. About half indicated that a future expansion would create demand for foreign language skills. Languages considered most useful were Spanish (by 90.3% of respondents), French, German and Japanese, with Arabic, Italian and Russian also noted by several. Over half of those surveyed would desire at least conversational ability, and about one-third would need translation, composition and technical language skills. Personnel in sales, engineering and clerical work are most likely to need foreign languages. (CLK)

ED 121 066 FL 007 527
Hong Kong Summer School Final Evaluation Report, 1974.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—56p.; Not available in hard copy due to poor reproducibility of original; Appendix D, samples of the students' written work, is not included because it is not legible enough to be filmed. It is not included in the pagination

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chinese, Chinese Americans, Composition Skills (Literary), Elementary Education, *English (Second Language), *Inservice Teacher Education, Language Instruction, Language Skills, *Parent Participation, *Program Evaluation, Second Language Learning, Summer Schools, *Writing Skills

Identifiers—California (Oakland), Elementary Secondary Education Act Title III, ESEA Title III

Hong Kong Summer School, a Title III ESEA program in Oakland, California, proposed: (1) to remediate certain English Language errors of written expression in Chinese-speaking children in grades four through seven; (2) to facilitate instruction required to bring about student improvement by inservice meetings and planning; and (3) to actively involve parents in the program. The evaluation demonstrated that all three objectives were accomplished by the program. Evaluator recommendations, which incorporated numerous staff suggestions, included: (1) revised

eligibility criteria which emphasize students with beginning and intermediate English language skills; (2) closely aligned program objectives and activities; (3) objectives realistic for a six-week period; (4) increased opportunities for curriculum development; (5) infusion of curriculum with an understanding of the error types relevant to each ability grouping; (6) search for and early ordering of high quality instructional materials; (7) assistance to teachers for the development of effective student reinforcement procedures; (8) development of separate objectives for each language level group; (9) establishment of a control group in future evaluations; (10) refinement of educational impact instruments; and (11) establishment of the relationship of target behaviors to general academic progress. (Author/CLK)

ED 121 067 FL 007 528

Cooper, Barry
Language Differences and Educational Failure.
University of Sussex Education Area Occasional Paper 3.

Sussex Univ. (England).

Pub Date 75

Note—32p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Failure, Child Language, Cognitive Processes, *Failure Factors, Language Research, *Language Usage, *Language Variation, Parent Child Relationship, Socioeconomic Influences, *Sociolinguistics

Identifiers—*Bernstein (Basil), Linguistic Codes

This paper is primarily concerned with Basil Bernstein's sociolinguistic account of school failure. The first section describes some earlier work relevant to his theories. In the second section, Bernstein's sociolinguistic codes thesis is described, and an attempt is made to show that it suffers from the merging of two logically distinct strands in one description of a "restricted code." It is also suggested that Bernstein may have over-emphasized the importance of parental language per se in the child's cognitive development. The third section, drawing on several recently published critiques of Bernstein's work, examines the empirical evidence he relies upon when presenting his theory and argues that much of it is not clearly relevant to his theoretical statements. The fourth section discusses Bernstein's use of the codes thesis to explain working-class school failure. It argues that Bernstein's view of the school is unrealistic and, further, points to apparent contradictions existing between the account of the school he uses in his linguistic papers when discussing failure and the more realistic view he has presented elsewhere. In the last section some other theoretical approaches to the role of linguistic factors in school failure are briefly reviewed. (Author)

ED 121 068 FL 007 530

Wentz, James McClure, Erica F.
Aspects of the Syntax of the Code-Switched Discourse of Bilingual Children.

Pub Date 75

Note—21p.; Paper presented at the Mid-America Linguistics Conference (University of Kansas, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bilingualism, *Child Language, Discourse Analysis, English, Language Development, Language Patterns, Language Research, Language Usage, *Language Variation, *Linguistic Competence, Mexican Americans, Morphology (Languages), Second Language Learning, Spanish, *Syntax

Identifiers—*Code Switching

A three-year study of the linguistic and metalinguistic performance of forty Mexican-American children ranging in age from three to eleven years shows that it is useful to characterize the competence of the bilingual in terms of a unified system of rules, at least at one level of analysis. This paper explores some aspects of the grammatical competence underlying the code-switched discourse of these children. The data include tape-recorded naturalistic conversations, the children's imitations of an artificially constructed set of code-switched sentences, acceptability judgements of code-switched sentences, judgements of whether a code-switched utterance is mostly Spanish or English, and elicited code switches. Results show that certain syntactic conditions governing code-switching are part of the

grammatical competence of all of the bilingual children studied, while others appear to be idiosyncratic. Topics discussed include: (1) relative frequency with which different grammatical classes of words are code-switched; (2) the effect of code-switching upon certain movement rules; (3) non-switchable elements; (4) morphological boundaries' effect upon code-switching; and (5) ellipsis in code-switched comments or responses to questions. Results may vary according to the age at which the two languages are acquired and the stage of language acquisition reached by the individual in both languages. (Author/CLK)

ED 121 069 FL 007 532

Duchan, Judith Oliva, Joseph
The Relationship between Intonation and Syntax in Normal and Abnormal Speakers.

Pub Date Nov 75

Note—5p.; Paper presented at the Convention of the American Speech and Hearing Association (Washington, D.C., November, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, *Intonation, *Language Development, Language Handicaps, Language Patterns, Language Research, Morphology (Languages), *Retarded Speech Development, Semantics, Suprasegmentals, *Syntax

This paper is a report of two studies of the relationship between intonation and syntax. An analysis of intonation was used to decide whether the pivot-like two-morpheme constructions of a one- and one-half-year-old girl were single lexical items or two separate lexical items. Further, the intonation contours connected with her linguistically diverse open-open constructions were highly similar, suggesting the inadequacy of semantic relations and syntactic constructs in explaining the developmental stage. Finally, a comparative study of the intonation of the same child at two years of age and an abnormal speaker, a fifteen-year-old boy, pointed to differences in their syntactic capabilities that were not obvious from a syntactic analysis. (Author)

ED 121 070 FL 007 533

Nemser, William

Contrastive Research on Hungarian and English in the United States. The Hungarian-English Contrastive Linguistics Project, Working Papers No. 3.

Center for Applied Linguistics, Washington, D.C.; Hungarian Academy of Sciences, Budapest. Linguistics Inst.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72

Note—46p.

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Contrastive Linguistics, *English, *Hungarian, Interference (Language Learning), Language Instruction, *Language Research, *Literature Reviews, Morphophonemics, Phonology, Second Language Learning, State of the Art Reviews, Synchronic Linguistics

This survey offers a brief description of the contribution of American scholars to contrastive research on Hungarian and English. The studies are divided into contrastive and experimental work. A study by John Lotz (1943) demonstrated the non-congruence of the number category in Hungarian noun declension with English. Later Lotz studies (1966 and 1969) compared the morphophonemics and semi-vowels of the two languages. A Nemser and Juhasz study (1964) is a two-way analysis for teaching either language to speakers of the other. Balint (1966) demonstrated that in English and Hungarian "many sentences occur in which time is indicated by other means than verbs and time expressions." A recent work by Orosz is an extensive contrastive study of the two grammars for pedagogical purposes. The earliest experimental contrastive research on Hungarian and English (1960) reported on perception of English stops by speakers of English, Hungarian and other languages. A 1961 study by Nemser assessed the validity of contrastive principles relating to the prediction and explication of interference. The 1964 Nemser and Juhasz volume presented a general theoretical discussion of language contact. A 1968 study by Madarasz concerned contrastive and error analysis in learning English and, particularly, Hungarian. (CHK)

ED 121 071 FL 007 534

Dezso, Laszlo, Ed. Nemser, William, Ed.

Four Papers of the Pecs Conference on Contrastive Linguistics (Pecs, 14-16 October 1971). The Hungarian-English Contrastive Linguistics Project, Working Papers No. 4.

Center for Applied Linguistics, Washington, D.C.; Hungarian Academy of Sciences, Budapest. Linguistics Inst.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 73

Note—66p.

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—American English, *Contrastive Linguistics, English, *English (Second Language), *Hungarian, Language Instruction, Language Patterns, Language Research, *Language Typology, Language Universals, Synchronic Linguistics, *Textbook Evaluation

Identifiers—British English

The following conference papers are included here: (1) "Language Typology and Contrastive Linguistics," by Laszlo Dezso and William Nemser, summarizes the history of typology and discusses the application of typology to research on language acquisition. (2) "Contrastive Aspects of British and American English with Implications for Hungarian Learners of English," by Eva Diosy-Stephanides, contrasts vowel sounds, considering constant and variable differences, distributional differences, and stress and rhythm. (3) "Interrogative Sentences in English: A Language-Teaching Problem for Hungarians," by Adam Nadasdy, points out that because in Hungarian partial questions differ basically from total questions, total and partial questions should be dealt with separately when English is taught to Hungarians. (4) "A Contrastive Analysis of English and Hungarian Textbooks of English," by Eva A. Stephanides, describes the texts; compares presentations of English phonology; deals with English nominal and verbal categories; and treats sentence word order, clauses, gerunds and participles. (CHK)

ED 121 072 FL 007 535

Stephanides, Eva

A Contrastive Study of the English and Hungarian Article. The Hungarian-English Contrastive Linguistics Project, Working Papers No. 5.

Center for Applied Linguistics, Washington, D.C.; Hungarian Academy of Sciences, Budapest. Linguistics Inst.

Spons Agency—Ford Foundation, New York, N.Y.; Hungarian Academy of Sciences, Budapest.

Pub Date 74

Note—132p.

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Applied Linguistics, *Contrastive Linguistics, *Determiners (Languages), *English, *Form Classes (Languages), *Hungarian, Interference (Language Learning), Language Instruction, Morphology (Languages), Second Language Learning, Synchronic Linguistics, Syntax

This is a two-way contrastive analysis of the use of the article in English and Hungarian. The study works in both theoretical and applied contrastive linguistics by stating the rules governing determination and developing a methodology for analysis, and by noting language acquisition difficulties to reduce language learning interference. Part One deals with means for expressing determination in English and Hungarian noun phrases, contrasted from the standpoint of article use. The main differences concerning the relation of demonstratives and possessive determiners to articles are discussed. In noun classification, the system of English countable and uncountable nouns is contrasted with Hungarian. The distinction between English quantifiers "much" and "little" and numerals "many" and "few" is analyzed. Individual and non-individual features of Hungarian countable common nouns are observed. Part Two gives a contrastive analysis of English and Hungarian articles showing usage rules and examples. Predictions of errors are made for learners of each language. Difficult cases are presented, as English "there is/are" and

uses of "most." Use of "some" is contrasted with the Hungarian zero article. Articles are analyzed with nominal objects and predicates, and the role of word order in Hungarian article usage is examined. (CHK)

ED 121 073

Varga, Laszlo

FL 007 536

A Contrastive Analysis of English and Hungarian Sentence Prosody. The Hungarian-English Contrastive Linguistics Project, Working Papers No. 6.

Center for Applied Linguistics, Washington, D.C.; Hungarian Academy of Sciences, Budapest. Linguistics Inst.

Spons Agency—Ford Foundation, New York, N.Y.; Hungarian Academy of Sciences, Budapest.

Pub Date 75

Note—153p.

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—American English, *Contrastive Linguistics, Descriptive Linguistics, *English, Error Patterns, *Hungarian, Intonation, Phonemics, Second Language Learning, *Sentences, Sentence Structure, Stress (Phonology), Structural Analysis, Structural Grammar, *Suprasegmentals, Transformation Generative Grammar

Identifiers—*British English

This is a contrastive analysis of British English, American English and Hungarian sentence prosody. The first part is an introduction stating the study's objective, scope and data, and briefly surveying the related literature. It outlines the study's view of prosodic features and its principles of comparison and prediction. Part Two inventories prosodic devices in English and Hungarian, describes them formally and predicts the formal errors learners of either language may make. The next two sections deal with the functional aspects of stress: Part Three compares stress behavior of grammatical phrases and Part Four that of sentence types and sub-types in both languages. Predictions of learners' errors are made. Part Five briefly outlines rhythmical stress modification in sentences. The next three sections describe the intonation of sentences co-extensive with one tone-group, sentences containing final vocatives and quoting clauses and sentences containing tone-group sequences. Again, learners' errors are predicted. The final section summarizes, notes pedagogical implications and suggests further research. (CHK)

ED 121 074

Filipovic, Rudolf

FL 007 537

The Organization and Objectives of the Project. The Yugoslav Contrastive Analysis Project, Serbo-Croatian and English.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics.

Pub Date 68

Note—17p.; For related documents, see ED 096 839, ED 108 465 and FL 007 538-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Interference (Language Learning), Language Instruction, *Language Research, *Objectives, Program Design, Research Projects, Second Language Learning, *Serbo-Croatian, Slavic Languages

This pamphlet describes the organization and objectives of the Yugoslav Serbo-Croatian-English contrastive analysis project. Interference is common in language contact of any sort, and it is assumed that interference can be predicted on the basis of contrastive analysis, and that the results thus obtained can be used in planning better teaching materials and methods for foreign language instruction. The main objective of the project is an examination of all systemic differences and similarities that exist between Serbo-Croatian and English at all levels of linguistic description. The results of the analysis and of the structural comparison are intended to serve as a foundation for improved teaching of English in Yugoslavia and Serbo-Croatian in America and Great Britain. It is hoped that the project will also contribute to linguistic theory in general, and to the science of contrastive analysis in particu-

lar. Three types of publications will be produced by the project: (1) periodic reports, (2) studies, and (3) teaching materials. (Author/CLK)

ED 121 075

Filipovic, Rudolf, Ed.

FL 007 538

Reports 1. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics.

Pub Date 69

Note—73p.; For related documents, see ED 096 839, ED 108 465, FL 007 537-552; Not available in hard copy due to print quality of original

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adjectives, *Contrastive Linguistics, Descriptive Linguistics, *English, Form Classes (Languages), Language Patterns, *Morphology (Languages), Nominals, *Serbo-Croatian, Slavic Languages, *Syntax, Verbs

The first volume in this series contains 10 articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "Research Guide for Project Workers. (1) Morphology and Syntax," by William Nemser and Vladimir Ivir; "Direction and Continuity in Contrastive Analysis," by Ranko Bugarski; "On Inversion in English and Serbo-Croatian," by Ljiljana Bibovic; "Prepositional Phrases in English and Serbo-Croatian," by Ranko Bugarski; "Brief Outline of Planned Work on Derivation," by Zeljko Bujas; "An Outline for the Contrastive Analysis of English and Serbo-Croatian Adjectives," by Vladimir Ivir; "A Survey of Grammatical Characteristics of the English Modal Verbs with Regard to Interference Problems," by Damir Kalogjera; "Gender in English and Serbo-Croatian," by Dora Macek; "The Nominal Form in English and Serbo-Croatian," by Vjekoslav Suzanic; and "Elements of Aspects in English," by Mira Vlatkovic. (CLK)

ED 121 076

Filipovic, Rudolf, Ed.

FL 007 539

Reports 2. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics.

Pub Date 70

Note—139p.; For related documents, see ED 096 839, ED 108 465 and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$2.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adjectives, *Contrastive Linguistics, Descriptive Linguistics, *English, Form Classes (Languages), Language Patterns, Language Research, *Morphology (Languages), *Serbo-Croatian, Slavic Languages, *Syntax, Verbs

The second volume in this series contains seven articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "Derivation in Serbo-Croatian and English," by Zeljko Bujas; "Predicative Patterns for English Adjectives and Their Contrastive Correspondents in Serbo-Croatian," by Vladimir Ivir; "Numeratives and Quantitatives in English and Serbo-Croatian," by Dora Macek; "Linking Verb+Complement in English and Serbo-Croatian," by Midhat Ridjanovic; "The English Possessive Adjectives 'My', 'Your', 'His', 'Her', 'Its', 'Our', 'Their' and Their Serbo-Croatian Equivalents," by Leonardo Spalatin; "The English Demonstratives 'This', 'These', 'That', 'Those', and Their Serbo-Croatian Equivalents," by Leonardo Spalatin; and "Lexico-Grammatical Features of 'Must', 'Should' and 'Ought to' and Their Equivalents in Serbo-Croatian," by Damir Kalogjera. (CLK)

ED 121 077

Filipovic, Rudolf

FL 007 540

Reports 3. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics.

Pub Date 70

Note—158p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Language Patterns, *Morphology (Languages), Nominals, Pronouns, *Serbo-Croatian, Slavic Languages, Syntax, *Verbs
Identifiers—*Tense (Verbs)

The third volume in this series contains nine articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "Composition in Serbo-Croatian and English," by Zeljko Bujas; "The English Present Perfect Tense and Its Serbo-Croatian Equivalents," by Maja Dubravac; "Linking Be+Predicative Clause in English and Corresponding Structures in Serbo-Croatian," by Gordana Gavrilovic; "English Intransitive Verbs vs. Serbo-Croatian Reflexive Verbs," by Omer Hadziselimovic; "Ten English Modals and Their Equivalents in Serbo-Croatian" and "The Primary Auxiliaries 'Be', 'Have', 'Do' and Their Equivalents in Serbo-Croatian," both by Damir Kalogjera; "Relative Pronouns in English and Serbo-Croatian," by Dora Macek; "Noun Phrases as Subject in English and Serbo-Croatian," by Ljiljana Mihailovic; and "The Present Tense in English and Serbo-Croatian," by Leonardo Spalatin. (CLK)

ED 121 078 FL 007 541

Filipovic, Rudolf, Ed.

Reports 4. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 71

Note—151p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552
Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Adverbs, *Contrastive Linguistics, Descriptive Linguistics, *English, Language Patterns, Nominals, *Serbo-Croatian, Slavic Languages, *Syntax, *Verbs
Identifiers—*Tense (Verbs)

The fourth volume in this series contains nine articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "Adverbial Clauses of Cause, Place and Manner in English and Serbo-Croatian," by Gordana Gavrilovic; "Intransitive Verbs+Adverbials or Complements Containing Non-Finite Verb Forms," by Omer Hadziselimovic; "Number Agreement in English and Correspondent Structures in Serbo-Croatian," by Vladimir Ivir; "The Expression of Future Time in English and Serbo-Croatian," by Damir Kalogjera; "Additional Notes on Noun Phrases in the Function of Subject in English and Serbo-Croatian," by Ljiljana Mihailovic; "Elliptical Sentences in English and Their Serbo-Croatian Equivalents," by Mladen Mihajlovic; "The English Preterit Tense and Its Serbo-Croatian Equivalents" and "The English Past Perfect Tense and Its Serbo-Croatian Equivalents," both by Leonardo Spalatin; and "Adverbial Modifiers in Intransitive Sentences in English and Serbo-Croatian," by Ljubica Vojnovic. (CLK)

ED 121 079 FL 007 542

Filipovic, Rudolf, Ed.

Reports 5. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 71

Note—212p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552; Not available in hard copy due to print quality of original

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Language Patterns, *Morphology (Languages), Nominals, Pronouns, *Serbo-Croatian, Slavic Languages, Syntax, Verbs

The fifth volume of this series contains ten articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "On the Word Order of Subject and Predicate in English and Serbo-Croatian from the Point of View of Functional Sentence Perspective," by Ljiljana Bibovic; "The English Personal Pronouns and Their Serbo-Croatian Equivalents," by Maja

Dubravac; "Subject Composed of Clause," by Zorica Grdanicki; "Verbs with One Object in English and Serbo-Croatian," by Draginja Pervaz; "The English Pronoun 'It' and Its Serbo-Croatian Equivalents" and "The English Preterit Tense and Its Serbo-Croatian Equivalents," both by Leonardo Spalatin; "Verbs with Two Objects in English and Serbo-Croatian," by Radmila Sevic; "The Imperative and Its Periphrasis," by Mira Vlatkovic; "Notes on Linking Verbs and Complements in English and Serbo-Croatian," by Vladimir Ivir; and "More on Linking Verb+Complement in English and Serbo-Croatian," by Midhat Ridjanovic. (CLK)

ED 121 080 FL 007 543

Filipovic, Rudolf, Ed.

Reports 6. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 72

Note—127p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adjectives, *Annotated Bibliographies, *Contrastive Linguistics, Descriptive Linguistics, *Doctoral Theses, *English, Language Patterns, Language Usage, Sentence Structure, *Serbo-Croatian, Slavic Languages, Stress (Phonology)

The first part of the sixth volume in this series consists of a 116-item annotated bibliography of American doctoral dissertations in contrastive linguistics. The second part consists of six articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "A Contrastive Analysis Evaluation of Conversion in English and Serbo-Croatian," by Zeljko Bujas; "Attributive Patterns for English Adjectives and their Contrastive Correspondents in Serbo-Croatian," by Vladimir Ivir; "Notes on Adjectives and Stress," by Wayles Browne; "One: Its Forms and Uses," by Vjekoslav Suzanic; "Exclamatory Sentences with Linking Verbs in English and Serbo-Croatian," by Midhat Ridjanovic; and "Expressions of Simultaneity in English and Serbo-Croatian," by Mira Vlatkovic. (CLK)

ED 121 081 FL 007 544

Filipovic, Rudolf, Ed.

Reports 7. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 73

Note—120p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adverbs, *Contrastive Linguistics, Descriptive Linguistics, *English, Language Patterns, *Morphology (Languages), Pronouns, *Sentence Structure, *Serbo-Croatian, Slavic Languages, Syntax, Verbs

The seventh volume of this series contains five articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "The English Gerund as a Subject and its Serbo-Croatian Structural Equivalents," by Ljiljana Bibovic; "Relators," by Vladimir Ivir, D. McMillan and T. Merz; "The Source of Relative Clauses," by Ljiljana Mihailovic; "Some Predicate Complement Constructions in English and Their Equivalents in Serbo-Croatian," by Draginja Pervaz; and "Adverbials with Transitive Verbs in English and Serbo-Croatian," by Radmila Sevic. (CLK)

ED 121 082 FL 007 545

Filipovic, Rudolf, Ed.

Reports 8. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 73

Note—231p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$5.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Adjectives, *Contrastive Linguistics, Descriptive Linguistics, *English, Form Classes (Languages), Language Patterns, Morphology (Languages), Pronouns, *Serbo-Croatian, *Slavic Languages, Verbs

The eighth volume in this series contains seven articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "A System of English Prepositions and Their Serbo-Croatian Equivalents," by Ranko Bugarski; "Demonstratives in Serbo-Croat to English Translational Conversion," by Zeljko Bujas; "Adjective Comparison in English and Correspondent Structures in Serbo-Croatian," by Vladimir Ivir; "Contrastive and Non-Contrastive Aspects of Aspect," by Midhat Ridjanovic; "Some Serbo-Croatian Equivalents of the English Passive," by Leonardo Spalatin; "Indefinites in English and Serbo-Croatian," by Vjekoslav Suzanic; and "Relative Clauses in English and Croatian," by Mladen Vitezic. (CLK)

ED 121 083 FL 007 546

Filipovic, Rudolf, Ed.

Studies 1. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 69

Note—39p.; For related documents, see ED 096 839, ED 108 465, ED 026 639 and FL 007 537-552; not available in hard copy due to marginal legibility of original document

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Language Patterns, Language Research, Linguistic Competence, Linguistic Performance, *Serbo-Croatian, Slavic Languages, *Translation

The first volume in this series on Serbo-Croatian-English contrastive analysis contains four articles. They are: "Contrasting via Translation: Formal Correspondence vs. Translation Equivalence," by Vladimir Ivir; "Approach to Contrastive Analysis," by Leonardo Spalatin; and "The Choice of the Corpus for the Contrastive Analysis of Serbo-Croatian and English," by Rudolf Filipovic. The fourth article, "Approximative Systems of Foreign Language Learners," by William Nemser, is ED 026 639. (CLK)

ED 121 084 FL 007 547

Filipovic, Rudolf, Ed.

Studies 2. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 70

Note—108p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia, 22209 (\$2.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Language Patterns, Morphology (Languages), Pronouns, Semantics, *Serbo-Croatian, Slavic Languages, Syntax, *Translation

The second volume in this series on Serbo-Croatian-English contrastive analysis contains five articles. They are: "On Contrastive Contrastive Grammar," by Eric P. Hamp; "Remarks on Contrastive Analysis and Translation," by Vladimir Ivir; "Formal and Semantic Considerations in Contrastive Analysis," by Jerry L. Liston; "On Differences in Pronominalization in English and Serbo-Croat," by Ljiljana Mihailovic; and "Serbo-Croatian Nominal Inflection," by Charles E. Bidwell. (CLK)

ED 121 085 FL 007 548

Filipovic, Rudolf, Ed.

Studies 3. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 71

Note—66p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

110 Document Resumes

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Grammar, Language Patterns, Semantics, Sentence Structure, *Serbo-Croatian, Slavic Languages, *Syntax

The third volume in this series on Serbo-Croatian-English contrastive analysis contains three articles. They are: "Recent Approaches to Grammar and Their Significance for Contrastive Structure Studies," by Rolf Berndt; "Some Remarks on the Factive and Non-Factive Complements in English and Serbo-Croatian," by Ljiljana Bibovic; and "On Conjoined Questions and Conjoined Relative Clauses in English and Serbo-Croatian," by Wayles Browne. (CLK)

ED 121 086 FL 007 549

Filipovic, Rudolf, Ed.

Zagreb Conference on English Contrastive Projects, 7-9 December 1970. Papers and Discussion. Studies 4. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 71

Note—251p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552; Papers presented at the Zagreb Conference on English Contrastive Projects, (Zagreb, Yugoslavia, December 7-9, 1970)

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 (\$5.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, *Hungarian, Language Patterns, Language Research, *Polish, Psycholinguistics, Research Projects, Romanian, Second Language Learning, *Serbo-Croatian

The fourth volume in this series contains the papers presented at the Zagreb Conference on English Contrastive Projects. They are: "Recent Center Activities in Contrastive Linguistics," by William Nemer; "The Yugoslav Serbo-Croatian-English Contrastive Project So Far," by Rudolf Filipovic; "The Poznan Polish-English Contrastive Project," by Jacek Fisiak; "Two Questions of English-Hungarian Contrastive Studies," by Jozsef Hegedus; "Contrastive Linguistic Project on English and Hungarian in Hungary," by Laszlo Dezso; "Transformational Grammar and Contrastive Analysis (A Report of the PAKS Project in Stuttgart)," by Ekkehard Konig; "Generative and Taxonomic Procedures in Contrastive Analysis," by Vladimir Ivir; "A Model for Second Language Acquisition," by Dumitru Chitoran; "Psycholinguistics and Contrastive Studies," and "The Romanian-English Language Project," both by Tatiana Slama-Cazacu. All except two of the papers are followed by discussion. (CLK)

ED 121 087 FL 007 550

Filipovic, Rudolf, Ed.

Studies 5. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 71

Note—164p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Adjectives, *Contrastive Linguistics, Descriptive Linguistics, *English, Language Instruction, Language Patterns, Linguistic Theory, Second Language Learning, *Serbo-Croatian, Slavic Languages, Syntax, Verbs

The fifth volume in this series on Serbo-Croatian-English contrastive analysis contains seven articles. They are: "The Use of Sector Analysis in Contrastive Studies in Linguistics," by Thomas K. Adeyanju; "A Compromise System," by Rudolf Filipovic; "Case Frames and Transformations for Clause-Expanded Adjectives," by Vladimir Ivir; "Some Crucial Problems in the Theory of Contrastive Linguistics," by Carl James; "How Can Contrastive Linguistics Studies Help Foreign Language Teaching?," by W. R. Lee; "Existential Sentences in English and Serbo-Croatian," by Ljiljana Mihailovic; and "A Reinterpretation of Verbal Aspect in Serbo-Croatian," by Midhat Ridjanovic. (CLK)

ED 121 088 FL 007 551

Filipovic, Rudolf, Ed.

Pedagogical Materials 1. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 71

Note—114p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-552
Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *English, Error Patterns, Form Classes (Languages), Instructional Materials, *Language Instruction, Morphology (Languages), *Second Language Learning, *Serbo-Croatian, Syntax, Teaching Methods

Identifiers—*Error Analysis

The first volume in this series on Serbo-Croatian-English contrastive analysis contains six articles. They are: "Contrastive Analysis and Error Analysis in Pedagogical Materials," by Rudolf Filipovic; "Errors in the Morphology and Syntax of the Parts of Speech in the English of Learners from the Serbo-Croatian-Speaking Area," by Vera Andrássy; "Errors in the Morphology and Syntax of the Verb in the Speech of Learners of English in the Serbo-Croatian-Speaking Area," by Jasna Bilinic; "Errors on the Syntax of the Sentence in the Speech of Learners of English in the Serbo-Croatian-Speaking Area," by Stanka Kranjčević; and "Teaching Problems in Presenting Modal Verbs" and "Teaching Problems in Presenting Relative Pronouns," both by Mirjana Vilke. (CLK)

ED 121 089 FL 007 552

Filipovic, Rudolf, Ed.

Pedagogical Materials 2. The Yugoslav Serbo-Croatian-English Contrastive Project.

Center for Applied Linguistics, Washington, D.C.; Zagreb Univ. (Yugoslavia). Inst. of Linguistics. Pub Date 74

Note—98p.; For related documents, see ED 096 839, ED 108 465, and FL 007 537-551

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Contrastive Linguistics, *English, Error Patterns, *Instructional Materials, *Language Instruction, Language Patterns, Language Usage, Morphology (Languages), Second Language Learning, *Serbo-Croatian, Syntax, Teaching Methods, Verbs

Identifiers—Error Analysis

The second volume in this series on Serbo-Croatian-English contrastive analysis contains seven articles. They are: "The Use of Contrastive and Error Analysis to Practicing Teachers," by Rudolf Filipovic; "Some Problems in Teaching English Noun Phrases as Subject to Serbo-Croatian Speakers," "Problems in Teaching the Structure of Some English Noun Phrases as Subject to Serbo-Croatian Speakers," and "Some Problems in Teaching English Pronominalization to Serbo-Croatian Speakers," all by Radmila Djordjevic; "Teaching Modal Verbs to SC Learners of English," "Teaching the Present Perfect Tense in the SC Speaking Area," and "Teaching the Imperative in SC Speaking Areas," all by Mirjana Vilke. (CLK)

ED 121 090 FL 007 556

Johansson, Stig

Papers in Contrastive Linguistics and Language Testing. Lund Studies in English 50.

Report No.—ISBN-91-40-04007-0

Pub Date 75

Note—179p.

Available from—Glerrup Bokforlag, AB C.W.K., Oresundsvagen 1, Lund, Sweden

Document Not Available from EDRS

Descriptors—Applied Linguistics, *Contrastive Linguistics, English, English (Second Language), Error Patterns, Interference (Language Learning), *Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, *Language Tests, *Second Language Learning, Synchronic Linguistics

Identifiers—*Error Analysis, *Swedish

This book contains eight papers. (1) "The Uses of Error Analysis and Contrastive Analysis." Use of error linguistics may illuminate normal language processes. This paper outlines procedures and applications of error and contrastive analysis. (2) "The Identification and Evaluation of Errors in Foreign Languages: A Functional Approach." The concern is with basic principles used in

establishing a hierarchy of errors, approached through discussion of a marking system used in language testing. (3) "A Methodological Study of the Communicative Effect of Learners' Errors." A methodology is developed for studying the degree of irritation of language learners' errors. (4) "Swedish and English Phonemes: A Perceptual Study." This paper examines the claim that certain Swedish and English vowel phonemes are indistinguishable in tests. (5) "Swedish and English Stops: A Perceptual Study." Native Swedish and English perceptions of stops described as identical or different are investigated. (6) "An Evaluation of the Noise Test, a Method for Testing Overall Second Language Proficiency by Perception under Masking Noise." The Lund and Indiana noise tests are discussed and evaluated. (7) "Partial Dictation as a Test of Foreign Language Proficiency." This paper determines that such tests are reliable measures. (8) "Investigating Linguistic Acceptability through Perception under Masking Noise." Experiments to determine grammaticality are described. (CHK)

ED 121 091 FL 007 557

Miller, Virgil

Promotional Ideas for Increasing Foreign Language Enrollment in North Carolina.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Class Activities, Inservice Teacher Education, *Language Enrollment, *Language Instruction, Language Teachers, *Publicize, *Second Language Learning, Statistical Data, *Teacher Responsibility

A number of promotional ideas used for increasing North Carolina's foreign language enrollment are listed. They are divided into: state level, regional level (including numerous suggestions for foreign language festivals and evening and/or Saturday mini-courses for teachers), local level, and teachers in each school (including many suggestions for obtaining the help of guidance counselors and for celebrating Foreign Language Week). A chart showing the state's foreign language enrollment from 1964-65 to 1974-75 is included to show the success of the promotional campaign. For the years shown, total language enrollment went up from 92,632 to 122,899. (RM)

ED 121 092 FL 007 558

Miller, Virgil

Foreign Language Study: Fact and Fancy.

Pub Date Sep 74

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Attitudes, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Intensive Language Courses, Interdisciplinary Approach, Job Skills, *Language Instruction, Languages for Special Purposes, Learning Motivation, *Modern Language Curriculum, *Second Language Learning

The purposes of this paper are to: (1) demonstrate the absolute necessity for foreign language study; (2) dispel some of the fancies or fantasies that have grown up concerning the learning of foreign languages; and (3) suggest various alternative programs in foreign language study and possible ways of implementing them. Some of the fallacious ideas argued against in this paper are: (1) FL study is valuable only for those preparing to teach or become interpreters or translators. (2) North Americans cannot learn foreign languages as easily as Europeans or Asians. (3) All foreigners, especially educated Western Europeans, speak several languages, including English. Also discussed are the ways in which FL study can help students in the goals of learning to live, learning to learn, learning to use language power and learning to make a living. Some of the alternatives discussed for including foreign languages in the curriculum include: (1) the long, uninterrupted sequence, from the early grades through college; (2) a six-year, five-level sequence; (3) the basic four-year high school sequence; (4) a culturally oriented FL course for slow students; (5) prior to the regular sequence, an exploratory language course; (6) the interdisciplinary approach; (7) intensive courses; and (8) languages for particular jobs. Factors in successful implementation are also discussed. (RM)

ED 121 093

FL 007 563

Cohen, Andrew D.

Progress Report on the Culver City Spanish Immersion Program: The Third and Fourth Years. Workpapers in Teaching English as a Second Language, Vol. 9.

California Univ., Los Angeles. Dept. of English. Pub Date Jun 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bilingual Education, Child Language, Elementary Education, English, Language Instruction, Language of Instruction, *Language Programs, Language Research, Language Skills, Program Evaluation, *Second Language Learning, *Spanish

Identifiers—California (Culver City), *Immersion Programs

This article updates the Culver City Spanish Immersion Program. Research results for the third year of the program (1973-74) are summarized, and research in progress during the 1974-75 year is discussed. The article closes with a discussion of a series of research issues for investigation, issues in many ways prompted by already completed research. Appended to this brief article is a transcript of a symposium on the Culver City program held at the 1975 TESOL convention in Los Angeles. The transcript contains an historical overview, a statement of theoretical assumptions about second language learning by young children, and statements by the three teachers involved, the principal, and a parent, as well as three researchers. (Author/CLK)

ED 121 094

FL 007 565

Prator, Clifford H.

In Search of a Method. Workpapers in Teaching English as a Second Language, Vol. 9, June, 1975.

California Univ., Los Angeles. Dept. of English. Pub Date Oct 74

Note—12p.; Paper presented at the National Convention of the Mexican Organization of Teachers of English to Speakers of Other Languages (Mextesol), (Tampico, Mexico, October 19, 1974)

Journal Cit—English Teaching Forum; Jan 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Applied Linguistics, Audiological Methods, Cognitive Processes, Educational Psychology, Guidelines, *Language Instruction, Language Skills, Linguistic Theory, *Second Language Learning, Student Motivation, *Teaching Methods

Though the audiolingual approach has lost much of the support that it once enjoyed from methodologists and language teachers, no new method—fully formulated, coherent, and sufficiently in harmony with current developments in psychology and linguistics—has yet arisen to take its place. Many new directions in language teaching are apparent, most of which seem to be based on pragmatism and eclecticism. The article is built around ten slogans which are seen as possible replacements for the five slogans which Moulton viewed as the basis of audiolingualism. They are: (1) Teaching is more of an art than a science; (2) No methodologist has the whole answer; (3) Try to avoid the pendulum syndrome; (4) Place a high value on practical experimentation without doctrinaire allegiance; (5) Look to various relevant disciplines for insights; (6) View objectives as an overriding consideration; (7) Regard all tested techniques as resources; (8) Attach as much importance to what your students say as to how they say it; (9) Make the needs and motivation of your students your greatest concern; (10) Remember that what is new is not necessarily better. (Author/CLK)

ED 121 095

FL 007 568

Bilingual-Bicultural Education and English-as-a-Second-Language Education: A Framework for Elementary and Secondary Schools.

California State Dept. of Education, Sacramento. Pub Date 74

Note—52p.

Available from—California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (\$1.10)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, Community Involvement, Elementary Secondary Education, *English (Second Language), Evaluation Methods, *Guidelines, Inservice Education, Instructional Materials, Professional Training, *Program Design, Teaching Methods

Introductory sections of these guidelines give the point of view and goals of bilingual-bicultural education. Definitions of some terms commonly used in this area follow. A section on program organization gives guidelines for assessment, staff, staff development, instruction, methodology, instructional materials, community involvement and evaluation. Guidelines for alternative designs for elementary and secondary programs are also provided. An appendix lists the members of the Framework Advisory Committee for Bilingual-Bicultural Education and English as a Second Language. (RM)

ED 121 096

FL 007 575

Troike, Rudolph C., Ed. Modiano, Nancy, Ed.

Proceedings of the First Inter-American Conference on Bilingual Education.

Center for Applied Linguistics, Washington, D.C. Pub Date Oct 75

Note—409p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$12.00)

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors—American Indian Languages, American Indians, Biculturalism, *Bilingual Education, Bilingualism, *Bilingual Teachers, *Language Instruction, Language Research, *Material Development, *Program Design, Second Language Learning, Spanish, Spanish Speaking, Teacher Education

The conference papers presented here are grouped under the six topics around which the conference was organized. The section on program goals and models for bilingual education contains papers by Joshua Fishman, Salomon Nahmad, John C. Molina, Alberto Escobar, G. Kent Gooderham, and Dillon Platero. The section on teaching the second language contains papers by G. Richard Tucker and Alison d'Anglejan, Gloria Ruiz de Bravo Ahuja, Carmen Ana Perez, Bernardo Vallejo, and Wilga M. Rivers. The section on development of materials contains papers by Wayne Holm, Luis Modesto Hernandez, Ines Pozzi-Escot, Eduardo Hernandez-Chavez, and Xavier Albo and Nestor Hugo Quiroga. The section on personnel problems contains papers by Ruth Moya, George M. Blanco, Jon P. Dayley and Jo Froman, and Luz Valenzuela Bernabe. The section on recent findings and future directions of research contains papers by Gary Parker, Jorge A. Suarez, Nancy Modiano, Gustavo Gonzalez, and Christina Bratt Paulston. (RM)

ED 121 097

FL 007 578

Buros, Oscar K., Ed.

Foreign Language Tests and Reviews.

Pub Date 75

Note—312p.

Available from—The Gryphon Press, 220 Montgomery St., Highland Park, New Jersey 08904 (\$23.00)

Document Not Available from EDRS

Descriptors—*Achievement Tests, English (Second Language), French, German, *Language Instruction, Language Proficiency, *Language Tests, Second Language Learning, Second Languages, Spanish, *Standardized Tests, Test Construction, *Test Reviews, Test Validity

Identifiers—Mental Measurements Yearbook, Tests in Print

This monograph consists of the foreign language sections of the seven "Mental Measurements Yearbooks" (1938-1972) and "Tests in Print II" (1974). The brief foreign language test descriptions from TIP II, totaling 105, are provided first, followed by the lengthier reviews, which total 184, from each of the seven MMYs. In addition, the following are provided: a list of MMY test reviewers, TIP II scanning index, publishers directory and index, index of titles, index of names, and foreign language scanning index. (RM)

ED 121 098

FL 007 581

Deuchar, Margaret

A Selected Bibliography on Sign Language Studies. CAL-ERIC/CIL Series on Languages and Linguistics, No. 34.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Apr 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, Language Development, *Language Handicaps, Language Research, Linguistic Theory, *Manual Communication, Nonverbal Communication, Psycholinguistics, *Sign Language, Sociolinguistics, Textbooks

This 24-item annotated bibliography is intended to facilitate introduction to the field of sign language studies. It lists selected published works in English in which sign language is viewed from several different aspects, including: theoretical studies (nos. 1, 5, 6, 19, 20 and 21); works relating Sign to other visual communication systems (nos. 4, 7 and 13); historical studies (nos. 9 and 18); textbooks of American Sign Language (nos. 8 and 16); psycholinguistic studies including Sign acquisition (nos. 2, 3, 10, 12, 14, 17, 22 and 23); and sociolinguistic studies (nos. 15 and 24). Works on topics related or peripheral to Sign, such as kinesics and gestural system, where Sign is not mentioned, are not included, but are referenced in the bibliographies of the items listed and in Hayes (no. 11). The orientation of the listed works is toward consideration of what criteria a language must satisfy, and whether these are met by Sign. The annotations summarize the contents and often include an evaluation of the possible significance of the works. (Author/RM)

ED 121 099

FL 007 583

Papalia, Anthony

Selected Factors of Language Learning and Language Attrition.

Western New York Council of Foreign Language Supervisors.

Pub Date 70

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Enrollment Rate, *Language Enrollment, *Language Instruction, Language Learning Levels, *Secondary Education, *Second Language Learning, Socioeconomic Influences, Student Attitudes, *Surveys

Identifiers—*Attrition

This study began with a survey of twenty-eight school districts of Erie County, New York, and its aims were to determine and compare attrition in foreign languages in those districts. The data, obtained through discussion with teachers, interviews with students, questionnaires, and Flanders' Interaction Analysis, assisted in the formulation of the following conclusions: (1) School districts situated in agricultural and industrial communities offered foreign language study beginning at grade nine, while schools situated in residential communities tended to begin the study of foreign languages in the seventh grade. (2) The attrition of foreign language enrollments in high socioeconomic school districts was substantially less than in school districts situated in lower socioeconomic areas. (3) The critical points in dropping foreign language study occurred at the end of the second and third level. (4) Fifty percent of the students who dropped a foreign language discontinued their study because they had satisfied requirements for college entrance while the other fifty percent discontinued because (a) the second and third levels were "hard"; (b) they preferred another subject; (c) they were not interested in continuing; (d) they were advised to do so by a guidance counselor; and (e) they did not like the teacher. (5) Teachers were aware that the amount of content required was not satisfactorily adjusted to individual differences. (Author/KM)

ED 121 100

FL 007 584

Celce-Murcia, Marianne

English Structure in Context: An Area of Research for ESL Specialists. Workpapers in Teaching English as a Second Language, Vol. 9.

California Univ., Los Angeles. Dept. of English. Pub Date Jun 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Applied Linguistics, *English (Second Language), *Grammar, *Language Instruction, Language Patterns, Language Research, Language Usage, Linguistic Theory, *Research Needs, Second Language Learning, Verbs

This paper points out the irrelevance of the sentence-based grammatical explanations found in most grammar reference books and ESL textbooks with regard to answering questions such as: (1) when and why do native speakers of English use the passive rather than the active voice, and (2) when and why does the native speaker of English use the present perfect tense rather than the simple past or the simple present? These questions represent exactly the type of information the ESL teacher must transmit in grammar lessons. A strategy for answering such questions is suggested and demonstrated with examples from relevant studies. The strategy includes researching the literature, analyzing appropriate data, constructing hypotheses and testing them out. Language learners should get grammar and usage rules based on fact and statistical consensus, and not on outdated prescriptions, native speaker intuition or hypothetical analysis. The paper argues the need to get linguistically talented ESL students to carry out ESL-centered investigations of English structure in context and describes some of the recently completed and forthcoming studies undertaken by TESL students at UCLA at the Master's level. (Author/CLK)

ED 121 101 FL 007 588

Plann, Susan Joan
Relative Clauses in Spanish.
Pub Date Jun 75

Note—257p.; Ph.D. Dissertation, University of California, Los Angeles

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Descriptors—Deep Structure, Doctoral Theses, Form Classes (Languages), Language Research, *Morphology (Languages), *Pronouns, Sentence Structure, *Spanish, Surface Structure, *Syntax, *Transformation Generative Grammar

This dissertation examines relative clauses in Spanish. The introduction compares various characteristics of Spanish and English relative clauses, while chapter 1 contrasts restrictive and appositive relative clauses. The question of which relative forms should be generated by the grammar in both types of clauses is considered. Chapter 2 handles restrictive relative clauses whose underlying head is a definite, nonhuman PRO and those whose underlying head is a human PRO, either definite or indefinite. Chapter 3 discusses infinitival restrictive relative clauses, and chapter 4 initially deals with the feature (INDIVIDUAL) in relation to relative clauses. A more detailed examination of the underlying structure and surface structure of restrictive relative clauses follows. The feature (CARDINALITY) is seen to play a role in determining the surface relative form which occurs in restrictive clauses. Sample derivations are offered. The chapter concludes with a tentative formulation of rules which account for the various restrictive relative forms. Chapter 5 is a preliminary examination of comparative clauses. The underlying structure of the quantifier phrase and the "mucho/muy" complementarity are discussed, and comparative clauses and restrictive and for various comparative sentences, including certain comparisons of equality and for various comparative sentences, including certain comparisons of equality and comparisons of inequality. (Author/CLK)

ED 121 102 FL 007 589

Bebout, Linda
An Error Analysis: Comparing the Ability of Learners of English as a First and as a Second Language to Extract Information from Written Material.
Pub Date Mar 75

Note—15p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cloze Procedure, *Comparative Testing, Contrastive Linguistics, English, *English (Second Language), Error Patterns, Language Instruction, Language Research, *Language Tests, Native Speakers, Second Language Learning, Spanish Speaking
Identifiers—*Error Analysis

The major purposes of the study reported on in this paper were as follows: (1) to compare the errors made by advanced learners of English as a native language (American nine- to eleven-year-olds) and as a foreign language (native Spanish-speaking adults); (2) to investigate the usefulness of a modified cloze test in obtaining errors for profitable analysis; and (3) to aid teachers and

researchers in evaluating the potential of error analysis as a tool by providing a demonstration of what it can reveal about language learning. Given a test consisting of a series of highly-contextualized cloze-type items, the subjects were asked to supply a word for each blank which would satisfactorily complete the sentence. Those responses judged by adult native English speakers to be errors were classified by the experimenter into six (non-exclusive) categories, entitled context alteration, non sequiturs, grammatical errors, lexical confusions, uninterpretable, and other (more minor). The individual error categories and the pattern of error contributions by the two subject groups are discussed, although the errors contributed to the categories by the two groups showed an overall similarity both in terms of quantity and quality. (Author)

ED 121 103 FL 007 590

Toler, Sue Anne Bankson, Nicholas W.
Utilization of an Interrogative Model to Evaluate Mother's Use and Children's Comprehension of Question Forms.
Pub Date Nov 75

Note—25p.; Paper presented at the Convention of the American Speech and Hearing Association, (Washington, D.C., November, 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Child Language, *Language Development, Language Research, *Language Usage, Models, Mothers, *Parent Child Relationship, Preschool Children, Psycholinguistics, *Syntax, Verbs

A study was conducted to determine the efficacy of utilizing Leach's interrogation model as a means for analyzing question types used by mothers and their children's responses to various interrogative forms. Data analyzed consisted of language samples obtained from three preschool children and their mothers during mother-child interactions plus each child's responses to a 90-item probe containing questions representing the 15 question forms delineated by the model. The interrogation model was an effective and reliable tool in the analysis of data. The question forms most frequently used by the mothers were (1) wh-interrogative nominal segment, (2) auxiliary + no infinitive, and (3) tag questions. All three subjects displayed similarities of performance in response to wh-interrogative nominal segment and auxiliary + no infinitive questions. Two of the subjects appeared capable of appropriately answering all of the question forms tested during the interrogative probe. Similarities of performance during the mother-child interaction and the interrogative probe were found to exist for two of the three subjects in certain categories. A high percentage of the questions posed by the mothers during the mother-child interactions were of forms which their children consistently answered appropriately during the interrogative probe. (Author)

ED 121 104 FL 007 591

Cohen, Andrew D.
Error Analysis and Error Correction with Respect to the Training of Language Teachers. Workshop in Teaching English as a Second Language, Vol. 9.
California Univ., Los Angeles. Dept. of English.
Pub Date Jun 75

Note—19p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Processes, *English (Second Language), *Error Patterns, Interference (Language Learning), *Language Instruction, Language Skills, Language Teachers, Linguistic Competence, *Second Language Learning, *Teacher Education, Teaching Methods

Identifiers—*Error Analysis

For years language teachers have conducted error analysis for remedial purposes. More recently error analysis has assumed a developmental purpose, namely as a clue to the process of acquiring a second language. Causes of learner errors, such as interference from the first language, confusing aspects of the second language, or learners fostering their own errors, are discussed; and teacher responses appropriate for the error type are suggested. Factors influencing the teacher's decision as to whether and when to correct are examined, i.e., the available information about the error, the importance of correction, the ease of correction, and the characteristics of the students. Then the teacher's op-

tions as to specific treatment for correcting errors are considered. Finally, some reservations about error analysis are entertained. (Author)

ED 121 105 FL 007 593

Lapeyre, Andrea
Mary's First Schoolday in Paris: A Set of Six Culture Assimilators Written in English for Use in French Classes at All Levels.

Indiana Univ., Bloomington. Div. of Teacher Education.
Pub Date 73

Note—21p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Cultural Awareness, *Cultural Differences, Cultural Education, *French, *Instructional Materials, *Language Instruction, Learning Activities, *Programmed Materials, Second Language Learning
Identifiers—*Culture Assimilators

A set of six programmed culture assimilators, written in English for use in French classes at all levels, is presented. The assimilators do not deal with specific classroom activities but rather with Mary's activities outside class. The assimilators are entitled: Having Breakfast, Taking the Bus, In the Latin Quarter, Lunch in a Cafe, In the Grocery Store, and At the Movies. Each consists of a description of Mary's activity, followed by a multiple-choice question and an explanatory paragraph on each possible answer. The assimilators emphasize differences between French and American culture on each of the topics. (Author/RM)

ED 121 106 FL 007 594

Hofis, Jan And Others
Les Habitats: Culture Capsules in English for Use in Beginning French Classes.

Indiana Univ., Bloomington. Div. of Teacher Education.
Pub Date 73

Note—22p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cultural Awareness, *Cultural Differences, Cultural Education, *French, Housing, *Instructional Materials, *Language Instruction, Learning Activities, *Lesson Plans, Second Language Learning, Teaching Guides
Identifiers—*Culture Capsules

Eight culture capsules describing various aspects of French housing are presented. Each capsule includes a French-American contrast and gives ideas for classroom presentation and student activities. The capsules deal with: le logement, les immeubles, les extérieurs, la minuterie, les portes, la salle de bain, le réfrigérateur, and culture grains (la chambre à coucher, la serrure, le salon, la cuisine and availability of housing). A bibliography and a page of ideas for culminating and supplementary activities are also included. (Author/RM)

ED 121 107 FL 007 596

Dodson, C. J.
Oral Examinations. Pamphlet No. 12.
Wales Univ., Aberystwyth. Univ. Coll. of Wales.
Pub Date 63

Note—23p.
Available from—The Dean, Faculty of Education, University College of Wales, Cambrian St., Aberystwyth, Wales (2 shillings, 6 pence)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—German, Language Instruction, Language Skills, Language Teachers, *Language Tests, Performance Tests, *Scoring, Second Language Learning, *Speech Skills, Tape Recordings, *Testing, *Verbal Tests, Welsh
Identifiers—Oral Examinations, Test Standardization, *Wales

This pamphlet reports on an investigation into the problem of standardizing the marking of oral examinations at the Ordinary Level of the General Certificate of Education. Investigations were made into two languages - German and Welsh. Language teachers received a list of 63 questions, of which 20 were to be presented to the examination candidate, to keep him speaking for five minutes. Examinations were recorded on tape. A system of error marking was set up, noting mistakes in grammar, incomplete sentences, misunderstanding and pronunciation errors. An order-of-merit list was obtained, accounting for candidates' accuracy, fluency and pronunciation. The oral tests were judged sufficiently accurate to be given greater weight in the examination process. It is suggested, for future oral exams,

that teachers test their own students according to a question card, and that the test be recorded. A certain number of questions might be asked randomly out of a possible 500. Teachers might mark exams themselves, rather than simply sending tests to the examining board. An appendix contains teachers' instructions, examination questions in German, Welsh and English, and examiners' score sheets used in the investigation. A report of oral examinations in Carmarthenshire in 1961 is included. (CHK)

ED 121 108 FL 007 597

Jones, Arfon R.
Oral Facility in Bilingual and Monoglot Children.
Pamphlet No. 18.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.
Pub Date 70
Note—23p.

Available from—The Dean, Faculty of Education, University College of Wales, Cambrian St., Aberystwyth, Wales (5 shillings)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bilingualism, Bilingual Schools, *Bilingual Students, English, Language Skills, Language Tests, Linguistic Performance, *Monolingualism, Oral Expression, Psycholinguistics, Sociolinguistics, *Speech Skills, Teaching Methods, *Welsh

Identifiers—*Wales

The oral communication skills of bilingual students in Wales were examined in a study reported in this paper. Oral facility was treated according to five indices: quantity and quality of words in the oral response, time taken to complete the response, length of pauses and number of corrections and repetitions. Pictorial frames provided a visual stimulus. Three standard tests were used to measure intelligence and English and Welsh attainment. The sample included 291 children aged 10-12, grouped according to socioeconomic class, "Welshness" of linguistic background and type of school. It appeared that middle-class children achieved higher on the standard tests than working-class children, but showed no differences in Welsh oral facility and differed in English oral facility only in the quality index. The main differences in oral facility are between linguistic-background groups, rather than socioeconomic classes. The more Welsh or English in the child's background, the lower the quality of oral responses in the other language. The language of instruction in school and the emphasis on written or oral work in teaching also affect scores. Care should be taken in selecting both the medium and the method of instruction for each child. (CHK)

ED 121 109 FL 007 598

Williams, Jac. L.
Bilingualism Today.

Pub Date 21 Jan 67
Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bilingual Education, *Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, *Educational Policy, Language Attitudes, *Language Planning, Language Programs, Official Languages, *Public Policy, Welsh

Identifiers—*Wales

Bilingualism implies ability to use either of two languages without difficulty when necessary. Half a million Welshmen are in this position. Coordinate bilingualism, normally achieved through contact with two languages in early childhood, is perhaps the most desirable type of bilingualism. In compound bilingualism, one language continues to dominate when the other language is spoken. A century ago, minority languages like Welsh and Irish were suppressed in favor of stronger, more socially acceptable languages. This attitude has been replaced by a desire to preserve and develop national and minority languages. In many small nations, achievement of a linguistic equilibrium in bilingualism is regarded as a political, cultural and economic necessity. In an era of both nationalism and internationalism, several European countries are fostering their minority languages. For bilinguals, the national language answers community and cultural identity needs, while the international language serves for wider communication and advancement. Numerous studies showing that bilingual children have lower educational achievement may be unscientific. Evidence from Welsh dual-medium schools suggests that exposure to two languages at a very early age and continued education in two ver-

naulars is the best system. Bilingualism must also be encouraged in the community through state support and native-language television and radio programming. (CHK)

ED 121 110 FL 007 599

Speer, Blanche C.
Custom Tailoring: Strength of the Chinese Program in a Small College.

Pub Date 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Chinese, Chinese Culture, College Curriculum, College Language Programs, *Course Objectives, Curriculum Enrichment, Educational Objectives, Higher Education, *Language Instruction, Liberal Arts, Mandarin Chinese, Modern Language Curriculum, Second Language Learning, *Student Centered Curriculum, *Teaching Methods, Written Language

The goals and approaches of Chinese curricula in large institutions vary from the preparation of students to do research in ancient government documents to the insistence on a mastery of spoken Mandarin adequate for functioning in a modern Chinese society. No institution does it all, but the limited program in a small college, free from the expectation of any finished product, can be an appropriate introduction to the language and writing system. Specific interests of individual students may be pursued through supplementary reading on such topics as dialectology, lexicography, the influence of Sanskrit scholars on early Chinese phonological studies, or the intricacies of prosody in Tang poetry. Vocabulary items encountered in related courses in Chinese history, art, or philosophy, as well as the most frequently occurring terms in current affairs, can be incorporated into language exercises. The article suggests that by adapting vocabulary and individual study to the requirements of students, to related curricular offerings, and to events in the world, limited Chinese programs provide both sound language instruction and the needed foundation for further study in a variety of areas. (Author)

ED 121 111 FL 007 604

Olsen, Judy Winn-Bell. Olsen, Roger E. W.-B.
Adapting the Ilyin Oral Interview to a Mass Listening Test.

Pub Date Mar 76

Note—15p.; Paper presented at the convention of the Teachers of English to Speakers of Other Languages (New York, New York, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Achievement Tests, Adult Education, *English (Second Language), Language Instruction, Language Proficiency, *Language Tests, *Listening Comprehension, Listening Skills, *Listening Tests, Question Answer Interviews, Questionnaires, Scoring, Secondary Education, Second Language Learning, Student Placement, *Testing

Identifiers—*Ilyin Oral Interview

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972, 76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. Although the aural test format is soon to be published, it is possible for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test. (Author)

ED 121 112 FL 007 615

Toronto, Allen S. Toronto, Jane
Situational Influences on the Spontaneous Speech of Language Deviant Children.

Pub Date Nov 75

Note—6p.; Paper presented at the Convention of the American Speech and Hearing Association (Washington, D. C., November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, Grammar, *Language Development, *Language Handicapped, *Language Handicaps, Language Role, Language Tests, Linguistic Competence, Linguistic

Performance, Preschool Children, *Psycholinguistics, Stimulus Behavior, Syntax, Verbal Ability

The purpose of this study was to investigate the linguistic differences in the spontaneous speech of language-deviant children in two very different situations. Spontaneous speech samples of eleven five-year-old language-deviant children were obtained from: (1) the traditional adult-child therapy situation using appropriate stimulus materials; and (2) groups of three children alone, in a room with a tape recorder and a live rabbit. Analysis revealed important differences in use of syntax, length of utterance, and the functions of language in the two settings. The problem of obtaining representative spontaneous language samples is discussed. (Author)

ED 121 113 95 FL 007 623

Halasa, Ofelia

Cleveland Bilingual Education Program: Title VII ESEA.

Cleveland Public Schools, Ohio.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Nov 75

Note—253p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, *English (Second Language), Kindergarten, *Parent Participation, Primary Education, *Program Evaluation, Second Language Learning, *Spanish Speaking, Student Attitudes, Student Evaluation, Teacher Evaluation, Test Results

Identifiers—Elementary and Secondary Education Act Title VII, ESEA Title VII, *Ohio (Cleveland)

This 1974-75 evaluation report of the Title VII Cleveland Bilingual Education Program discusses the degree to which process objectives were implemented and product objectives attained, and the impressions of project and school staff and parents. The goals of the bilingual program were to develop the ability to communicate and function in Spanish and English and to acquire knowledge and understanding of the differences and similarities in the two cultures. The program served 520 children in 14 schools, grades kindergarten through three. A full program description details participants, project operations, staff development and parent-community involvement. Detailed evaluation at each grade level is included. Scope and sequence charts are drawn for language arts, mathematics and science. Numerous tables and charts provide statistics on test results, class ranking and performance scores. The program appeared to be relatively successful. Surveys indicated it was most effective in enhancing positive school attitude and motivation for learning, learning Spanish, and involving parents with the school. Shortcomings included failure to provide inservice sessions on bilingual teaching and ESL skills, late arrival of bilingual-bicultural materials and lack of a bilingual curriculum guide at the start of the year. (CHK)

ED 121 114 FL 007 632

Carpenter, Patricia A. Just, Marcel Adam
Linguistic Control of Information Processing.

Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Grant—NIE-G-74-0016

Note—164p.; For related documents, see FL 007

636-637 and EJ 112 015

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Cognitive Processes, Language Skills, Language Tests, Linguistic Competence, Linguistic Theory, Memory, *Negative Forms (Language), *Psycholinguistics, *Reading Comprehension, Reading Tests, Sentence Structure, Syntax, *Testing, Verbal Tests

Identifiers—*Language Processing

This research explored the fundamental processes involved in comprehending linguistic material: the duration of the process, the sequence of processes, and the sources of errors. One project examined the comprehension of affirmative and negative sentences that are read and verified with respect to a picture. A model developed to account for the sequence and dura-

tion of operations in this task also accounted for the processing of negatives in various situations, such as negatives in instructions and in test items. Another project explored how the information structure of a sentence affects comprehension. Each sentence in a paragraph generally contains some information previously given, and some new information. This project demonstrated that readers treat the two kinds of information differently. This research led to an analysis of what makes good writing: it uses the linguistic devices that minimize comprehension difficulties. A final project explored the use of eye fixations to track the processes that occur during comprehension, examining how subjects fixate a sentence and picture during various comprehension tasks. It was shown that the sequence and duration of the eye fixations can be explained in terms of the mental processes that occur during comprehension. Other papers resulting from the original research are not included here. (Author/CLK)

ED 121 115 FL 007 633

Cazden, Courtney B. And Others
Second Language Acquisition Sequences in Children, Adolescents and Adults. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-7-30744

Pub Date 1 Aug 75

Grant—NE-G-00-3-0014

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Adolescents, *Adults, *Children, Cognitive Processes, *English (Second Language), Language Research, Negative Forms (Language), Psycholinguistics, Research Methodology, *Second Language Learning, Sociolinguistics, Spanish Speaking, Syntax Identifiers—Auxiliaries (Language), Interrogatives

The purpose of this project was to make a preliminary investigation of the processes of second language acquisition by children, adolescents and adults, and to develop a methodology appropriate to the study of second language learning. In the development of the methodology, applicable techniques from first language acquisition research were incorporated and new techniques appropriate specifically to second language acquisition were devised. The research examined the acquisition of English by six Spanish-speaking subjects over a ten-month period. Two subjects were at each of three target ages: 4-6, 11-14 and over 18. Each subject was visited approximately every two weeks and speech samples were recorded in three situations: spontaneous speech recordings, elicitation and pre-planned sociolinguistic interactions. The subjects were "free" second language learners with very little or no prior or current instruction in English. Thus they acquired their second language mainly by exposure to the English-speaking environment. The analysis focused on the acquisition of the English auxiliary and its related structures, the negative and interrogative. A clear developmental pattern was found for both the negative and interrogative. A highly variable order of acquisition was found for the appearance of auxiliaries. (Author)

ED 121 116 FL 007 634

Munoz-Striver, Nancy
Teaching Spanish to the Deaf.

Pub Date Nov 75

Note—11p.; Paper presented at the conference of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cued Speech, Deaf, *Deaf Education, *Language Instruction, Language Programs, Language Skills, Lipreading, Manual Communication, Secondary Education, Second Language Learning, *Spanish, *Teaching Methods

Identifiers—*Model Secondary School for the Deaf

Conversational Spanish is taught to hearing-impaired adolescents at the Model Secondary School for the Deaf (MSSD) through the use of cued speech. This paper provides an explanation of this mode of instruction and a description of the Spanish program at MSSD. The students learn the four skills of listening, speaking, reading and writing. Cued Speech is used to provide

phonetic information which is not distinguishable by lipreading alone. Four hand positions placed around the face and neck area help distinguish vowel sounds that appear to be similar on the lips. While the position of the hand cues vowel sounds, the shape of the hand cues different consonant groups. After a basic course in Cued Speech, students have the option of studying Artistic Cued Speech, in which they learn to sing songs and to recite poetry and short essays, or Spanish. Each unit of the Spanish course consists of four phases: presentation of the material by means of film strips; explanation and repetition, the objective being the assimilation of the material; and transposition, the objective being to manipulate the variable elements of the structural units and to transfer the learned material to a variety of new situations. (Author/CLK)

ED 121 117 FL 007 635

A Position Paper on Bilingual Education.

Arizona Association of Mexican American Educators. Tucson Chapter.

Pub Date 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bilingual Education, Bilingualism, Educational Objectives, *Educational Philosophy, Educational Policy, Language Programs, *Mexican Americans, Non English Speaking, *Program Design, *Spanish, Spanish Speaking

This position paper on bilingual education holds that the best way to meet the educational needs of non-English-speaking children in the United States is through bilingual education, that is, the use of the child's home language and culture in conjunction with English throughout his education. In view of this, the aims of the paper are to: (1) evaluate past practices and methods in light of recent educational and legislative developments, and (2) make recommendations for a comprehensive bilingual education program. A brief historical background of developments on the area of bilingual education is provided, and factors confirming the need for such programs are listed, including the percentage of the population that is Spanish-speaking, and the need for language skills for participation in society, conceptual development, and the development of one's self-image. The basic components needed to develop and implement a bilingual program involve community participation, administration, staff and staff development, materials, finances, and evaluation. (CLK)

ED 121 118 FL 007 636

Just, Marcel Adam Carpenter, Patricia A.

The Relation between Comprehending and Remembering Some Complex Sentences.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [75]

Grant—NIE-G-74-0016

Note—20p.; For related documents, see FL 007 632, FL 007 637 and EJ 112 015

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cognitive Processes, *Comprehension, Language Skills, Linguistic Competence, *Memory, Negative Forms (Language), *Psycholinguistics, Recall (Psychological), *Sentence Structure, Syntax

This research concerns the distinction between processes in sentence comprehension and those in sentence memory. Comprehension was monitored by timing subjects while they decided whether a sentence is true or false. The memory process was tapped by examining subject's incidental memory for the sentences they previously verified. The verification latencies indicated that at the time of comprehension, sentences like "It is true that a fire isn't cold" were often recoded into an equivalent affirmative form, namely "It is true that a fire is hot." However, negative sentences like "It isn't true that a fire is cold" were not recoded during comprehension. Recoding in recall occurred only for those types of sentences that were recoded at the time of comprehension. (Author/CLK)

ED 121 119 FL 007 637

Just, Marcel Adam Carpenter, Patricia A.

Eye Fixations and Cognitive Processes.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 75

Grant—NIE-G-74-0016

Note—71p.; For related documents, see FL 007 636, FL 007 632 and EJ 112 015

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Cognitive Measurement, *Cognitive Processes, *Eye Fixations, Eye Movements, Eyes, Memory, Neurolinguistics, Psycholinguistics, *Psychological Studies, Reading Processes, Task Performance, Verbal Learning, Visual Perception

This paper reports on a study concerned with rapid mental operations of the central processor as it performs tasks such as the comparison of rotated figures, mental arithmetic, sentence verification, and memory scanning. The central processor is the site of most of the symbol manipulation that takes place in the human information processing system. One of the goals of the study is to demonstrate that the locus, duration and sequence of eye fixations are all closely tied to the activity of the central processor. The research is intended to discover how eye fixations are related to cognitive processes, the aim being to construct a theory of that relationship that generalizes across a number of task environments. The second goal of the research is to examine how the eye fixation data reveals the fine structure of the processor's activity in performing a number of cognitive tasks. (Author/CLK)

ED 121 120 FL 007 638

L'Alphabetisation Fonctionnelle: Pourquoi et Comment (Functional Literacy: Why and How).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—39p.; In French

Available from—UNESCO, Place de Fontenay, 75 Paris-7e, France

Document Not Available from EDRS

Descriptors—Adult Basic Education, Adult Literacy, Developing Nations, Educational Objectives, *Foreign Countries, *Functional Illiteracy, Instructional Materials, *Literacy, Literacy Education, *Program Descriptions, Reading Skills, *Socioeconomic Influences, Teaching Methods, Writing Skills

This pamphlet is the result of working papers prepared for the 1969 UNESCO meeting held to analyze problems associated with implementing an experimental world literacy program. Functional literacy is distinguished from traditional literacy as being an integral part of the economic and social development of the area in question, not isolated or an end in itself. At the time of the writing, twelve pilot projects were underway, in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, the Sudan, Syria, Tanzania, and Venezuela. Results revealed new, innovative teaching methods and materials, and flexibility in adapting programs to a variety of situations and needs. The difficulties encountered were basically three: delays in the established schedule; a discrepancy between the stated objectives and the number of people to be reached, to the disadvantage of the objectives; and insufficient experimentation with methods and materials. Proposed improvements include analyzing and revising operation plans; reinforcing the identity of experimental projects, their experimental nature, and their relationship with national programs; promoting a closer association of socioprofessional groups, such as unions and cooperatives, with the literacy programs; and establishing better guidelines, means of evaluation, and information exchange. (CLK)

ED 121 121 FL 007 639

Reinecke, John E., Comp. And Others

A Bibliography of Pidgin and Creole Languages.

Pub Date 75

Note—804p.

Available from—University Press of Hawaii, 2840 Kolowalu St., Honolulu, Hawaii, 96822 (\$25.00)

Document Not Available from EDRS

Descriptors—American Indian Languages, *Annotated Bibliographies, *Creoles, Dutch, English, French, Indians, Italian, Language Research, *Language Variation, *Pidgins, Portuguese, Resource Materials, Sociolinguistics, Spanish

This annotated bibliography of pidgin and creole languages is divided into seventeen major sections. They are: bibliographies; collective works; general and miscellaneous works; works concerning pidgins and creoles that are Italian-based, Portuguese-based, Brazilian Portuguese-based, Spanish-based, French-based, Dutch-based, English-based, Russian-based, and African-based; and works concerning Anglo-Romani, Ibero-Romani and Shelta; the languages of India and their related pidgins and creoles; Chinook jargon and Amerindian pidgins; sign languages; and Malaysian, New Guinean and Japanese creoles. Each major section is preceded by an introduction which provides background information. Each entry generally includes the author's name, the date and source of publication, and a brief commentary on the work in question. The bibliography is followed by an index of authors, a list of Christian scriptures written in creoles or pidgins, a list of anonymous titles, and a list of periodicals in pidgin and creole languages. (CLK)

ED 121 122 FL 007 641

Fourth Meeting of the Coordinating Committee for the Regional English Language Centre. Southeast Asian Ministers of Education Organization Report.

Regional English Center (Singapore).
Report No.—SEAMES-P6-CC4

Pub Date Oct 68

Note—148p.; For related documents, see FL 007 642 - 644

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Conference Reports, *Education Service Centers, *English (Second Language), Facility Improvement, Higher Education, Language Instruction, Language Programs, Language Teachers, *Program Planning, Resource Centers, *Teacher Education, Teacher Programs

Identifiers—Asia (Southeast), *Regional English Language Center

The Southeast Asian Ministers of Education Secretariat was established to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries. The ministers appointed a Coordinating Committee to formulate plans for the establishment of the Regional English Language Centre (RELC). These proceedings report on the fourth meeting of the Coordinating Committee. Topics include description of the remodeling of the interim Centre, and its furnishing and equipping for training and research activities. Support of the governments of the United States, the United Kingdom, Australia and New Zealand is noted. Staff appointments are listed, and training courses and RELC activities are described. Appendices include detailed reports of research work, course assignments, policy statements and proposals. Some conference addresses are also included. (CHK)

ED 121 123 FL 007 642

Regional Seminar on the Teacher Education Program Tryout at the SEAMEC Regional English Language Centre, Singapore, October 31 - November 2, 1968. Report.

Regional English Center (Singapore).

Pub Date 69

Note—212p.; For related documents, see FL 007 641-644

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Education Service Centers, *English (Second Language), Experimental Programs, *Institutes (Training Programs), Language Instruction, *Language Teachers, Programmed Instruction, Program Effectiveness, *Program Evaluation, *Teacher Education, Teaching Methods

Identifiers—Asia (Southeast), *Regional English Language Center

The regional seminar on the evaluation of the Teacher Education Program (TEP) tryout was held at the Regional English Language Center (RELC) in 1968. The seminar's purpose was to determine the usefulness of TEP in preparing teachers of English as a second language in the RELC member countries in Southeast Asia. This document is the seminar report. The first part contains the reports of the TEP Research Supervisor and his research counterparts and the discussion of each. Part II presents discussion and recommendations on possible use of TEP at RELC and in member countries. The texts of certain seminar speeches, working papers and supplementary material are annexed to the report. The TEP course consists of a set of programmed textbooks, and also uses audio tapes and movie films. In general, the trainees were able to complete the training exercises correctly, but they did not apply TEP techniques in their teaching. This may be because of fear of supervisors' disapproval, lack of step-by-step demonstrations for class presentation or lack of follow-up teaching supervision. In addition, American pronunciation posed problems for speakers accustomed to British phonology. Proposals were made for revisions. (CHK)

ED 121 124 FL 007 643

Sixth Meeting of the Coordinating Committee for the Regional English Language Centre. Southeast Asian Ministers of Education Organization Report.

Regional English Center (Singapore).

Report No.—SEAMES-P6-CC6

Pub Date Oct 69

Note—217p.; For related documents, see FL 007 641 - 644. Some pages will reproduce poorly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Conference Reports, *Education Service Centers, *English (Second Language), Facility Planning, Financial Needs, Higher Education, Language Instruction, Language Programs, Language Teachers, *Program Planning, Resource Centers, *Teacher Education, Teacher Programs

Identifiers—Asia (Southeast), *Regional English Language Center

The Southeast Asian Ministers of Education Secretariat was established to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries. The ministers appointed a Coordinating Committee to formulate plans for the establishment of the Regional English Language Centre (RELC). These proceedings report on the sixth meeting of the Coordinating Committee. Contents include the draft constitution of RELC and an agreement between the government of Singapore and SEAMEO. Funding matters concerned money for constructing and equipping RELC. Details of the RELC training programs were discussed, and committee recommendations on staffing, salaries and assignments were made. Further meetings and regional seminars were also discussed. Texts of the various reports and of several conference speeches are included. (CHK)

ED 121 125 FL 007 644

Seventh Meeting of the Coordinating Committee for the Regional English Language Centre. Southeast Asian Ministers of Education Organization Report.

Regional English Center (Singapore).

Report No.—SEAMES-P6-CC7

Pub Date Mar 70

Note—159p.; For related documents, see FL 007 641 - 643

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Conference Reports, *Education Service Centers, *English (Second Language), Financial Needs, Higher Education, Instructional Staff, Language Instruction, Language Programs, Language Teachers, *Program Planning, Resource Centers, *Teacher Education, Teacher Programs

Identifiers—Asia (Southeast), *Regional English Language Center

The Southeast Asian Ministers of Education Secretariat was established to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries. The ministers appointed a Coordinating Committee to formulate plans for the establishment of the Regional English Language Centre (RELC). These proceedings report on the seventh meeting of the Coordinating Committee. Topics included organization, professional staff recruitment, control of published materials, RELC programs and fund raising. Also included are detailed reports of resolutions, job descriptions, administrative proposals, schedules, RELC activities, courses and projects. Texts of some conference speeches are provided. (CHK)

ED 121 126 FL 007 645

Afendras, Evangelos A. Pinarosa, Albertina

Le Bilinguisme chez l'Enfant et l'Apprentissage d'une Langue Seconde: Bibliographie Analytique (Child Bilingualism and Second Language Learning: A Descriptive Bibliography).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date 75

Note—401p.; In French and English

Available from—Laval University Press, CP 2447, Quebec 2, Canada (\$17.95)

Document Not Available from EDRS

Descriptors—*Annotated Bibliographies, Bilingual Education, *Bilingualism, Bilingual Students, *Child Language, Cognitive Processes, Language Research, Linguistics, Psycholinguistics, Resource Materials, *Second Language Learning, Second Languages, *Sociolinguistics

This annotated bibliography on child bilingualism and second language acquisition contains 1,661 references. Preceding the bibliographic entries are a list of the major conceptual fields covered by the bibliography, a subject index and an index of languages, countries and peoples dealt with in the bibliography. The indices refer to the entries in the bibliography by number. Each entry in the text includes the date and source of publication and a list of key subject terms in English. The appendix, which contains 222 of the total number of references, refers to important works in the area of child language with no particular connection to bilingualism. French and English versions of the front matter, introduction, and list of major conceptual fields are provided side-by-side. (CLK)

HE

ED 121 127 HE 007 130

A Handbook of Policies, Procedures and Regulations.

Troy State Univ., Ala.

Pub Date Jun 72

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Standards, *Administrative Policy, Administrator Responsibility, Ancillary Services, *College Faculty, Faculty Organizations, Faculty Promotion, Governance, *Higher Education, Job Tenure, *Personnel Policy, *State Universities, Student Personnel Services

Identifiers—*Faculty Handbooks, Troy State University

The 1972 edition of the Troy State University's Faculty Handbook outlines the procedures, policies and regulations regarding the administrative organization of the university; the faculty committees; personnel policies; fiscal policies and business procedures; academic procedures; special aids to teaching and research; student affairs services; faculty privileges and responsibilities; and non-obligatory services and opportunities available to the faculty. An organization chart is also provided. (JMF)

ED 121 128 HE 007 251

Professional Staff Handbook, Empire State College.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Jan 76

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Freedom, Administrative Organization, *Administrative Policy, Affirmative Action, *College Faculty, Fringe Benefits, Governance, Health Insurance, *Higher Education, Leave of Absence, *Personnel Policy, Research, *State Universities, Teacher Responsibility

Identifiers—Empire State College, *Faculty Handbooks, Professional Ethics

This 1976 handbook is directed toward all persons occupying positions designated by the Chancellor as being in the unclassified professional service in New York's state university system. It is divided into six major sections: introduction, governance, personnel policies and procedures, benefits, other general policies, and lists of professional staff. Specific details are offered on salaries, affirmative action, terminations, leave, retirement, collective bargaining, research and publications, transfers, health insurance, code of ethics, academic freedom, travel, patent and copyright policy, and administrative organization. (LBH)

ED 121 129 HE 007 252

Faculty Handbook, New Mexico State University.

New Mexico State Univ., Las Cruces.

Pub Date 74

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Freedom, Administrative Organization, *Administrative Policy, Ancillary Services, College Environment, *College Faculty, Educational Objectives, Faculty Promotion, Governance, Grading, *Higher Education, Job Analysis, Leave of Absence, *Personnel Policy, Research, *State Universities, Teacher Responsibility

Identifiers—*Faculty Handbooks, New Mexico State University

The mission, goals, and objectives of the university are set forth in this 1974 edition of the faculty handbook, along with specific policies and procedures of the school. Major areas covered include faculty affairs, academic services, research, business office, and general administrative services. Specific topics of interest to faculty members are detailed, including: recruiting and appointments, contracts, faculty assignment policy and evaluation, promotion, academic freedom, promotions, leaves of absence, curricula, grading, retirement, class disruption or interruption, tutoring services, advising, insurance, and advisory committees. Various university services are also discussed. (LBH)

ED 121 130 HE 007 267

Faculty Handbook, University of Southern Mississippi.

University of Southern Mississippi, Hattiesburg.

Pub Date 75

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Administrative Personnel, *Administrative Policy, Ancillary Services, College Environment, *College Faculty, Educational Policy, Faculty Promotion, Governance, *Higher Education, Job Tenure, *Personnel Policy, *State Universities, Teacher Responsibility

Identifiers—*Faculty Handbooks, University of Southern Mississippi

This 1975 handbook is arranged in seven separate sections dealing with: organization and administration; Financial Secretary's Office; Division of Student Affairs; academic organization; executive affairs and development; intercollegiate athletics; and university-community relations. Specific policies related to faculty members include such areas as: tenure, faculty committees, budgets and teaching loads, promotion, academic freedom and responsibility, faculty organization, research and consulting services, leaves of absence, travel, health insurance and other fringe benefits. (LBH)

ED 121 131 HE 007 269

Vassar College Faculty Handbook.

Vassar Coll., Poughkeepsie, N.Y.

Pub Date Sep 75

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Standards, Administrative Organization, *Administrative Policy, Ancillary Services, College Environment, *College Faculty, Fringe Benefits, Governance, Grading, *Higher Education, Housing, Leave of Absence, Library Services, *Personnel Policy, *Private Colleges, Teacher Responsibility, Tuition Grants

Identifiers—*Faculty Handbooks, Vassar College

This handbook, published in 1975, is designed to meet two needs: (1) to provide a general introduction to the college and its organization, procedures, and services for new members of the faculty; and (2) to serve as a reference book containing precise and detailed information of importance to all faculty members. On matters relating to college organization, including the relations of faculty members to their departments, to the faculty as a parliamentary body, and to the administration and trustees, the primary source of information is the "Governance of Vassar College," 1972 edition. This faculty handbook outlines the academic administration of the college and gives details on various administrative offices. Data pertinent to faculty members deals with salary, contract period, insurance, tuition aid and fees, research grants, travel funds, leaves of absence, housing, and professional societies. Academic legislation and practice is described in terms of grading, discipline, miscellaneous academic regulations, and academic advising. College facilities and services are reviewed along with those in the surrounding community. (LBH)

ED 121 132

Miami University Information Manual.

Miami Univ., Oxford, Ohio.

Pub Date 75

Note—244p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Academic Freedom, Administrative Organization, *Administrative Policy, Affirmative Action, *College Faculty, Committees, Faculty Promotion, Governance, Grading, Grievance Procedures, *Higher Education, Job Tenure, Library Services, *Personnel Policy, Research, Teacher Responsibility, *Universities

Identifiers—*Faculty Handbooks, Miami University

The 1975 information manual is designed to provide current data on policies, procedures, services, facilities, organization and governance of Miami University and, through the extensive index, quick access to this information. The manual is complementary to the university catalog and directory. Information relating to students is in the Student Handbook. This handbook covers five major areas: organization of the university, faculty responsibilities and relationships, aids to teaching and research, personnel policies, and institutional services for faculty, staff, and students. Appendices are included with data on governance, departmental advisers, library regulations, councils and committees, research opportunities, affirmative action program and grievance procedures, and graduate assistants and teaching fellows. Faculty responsibilities and relationships are detailed regarding registration and enrollment, standards of instruction, advising and counseling, final examinations and grading, course changes, programs for superior students, off-campus trips, and commencement exercises and honorary degrees. (LBH)

ED 121 133

Saint Mary-of-the-Woods College Faculty and Administrative Manuals.

Saint Mary-of-the-Woods Coll., Ind.

Pub Date Nov 73

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Organization, *Administrative Policy, Administrator Responsibility, *Church Related Colleges, *College Faculty, Committees, Grievance Procedures, *Higher Education, Job Analysis, Job Tenure, Leave of Absence, *Personnel Policy, Salaries, Teacher Responsibility

Identifiers—*Faculty Handbooks, Saint Mary of the Woods College

This 1973 edition of the handbook presents both faculty and administrative policies and regulations. The management structure is outlined and guidelines for specific personnel emphasized, including the president, vice-presidents for academic affairs, student affairs, and development, the dean of admissions, and for committee organization. Constituent bodies of the college (Administrative Board, Faculty Assembly, College Council, and Student Senate) are also detailed. The campus judicial system and scheduling of events are included in the administrative section of the handbook. In the faculty section, a much smaller part of the handbook, details are presented on such topics as promotion and tenure, right of appeal, retirement, faculty responsibilities and relationships, contracts, salary, insurance, travel, leave policy, and directed assignments. (LBH)

ED 121 134

Handbook for Professional Personnel.

Colorado State Colleges, Denver. Trustees.

Pub Date 15 Jun 74

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Freedom, *Administrative Policy, Affirmative Action, *College Faculty, Educational Policy, Faculty Promotion, Governance, Grievance Procedures, *Higher Education, Job Tenure, *Personnel Policy, Salaries, *State Colleges, Teacher Responsibility

Identifiers—Colorado, *Faculty Handbooks

Professional personnel policies for the state colleges in Colorado are outlined in this June 15, 1974 handbook. Specific regulations are presented with regard to: conditions of employment determined by law; endorsement of academic freedom; professional conduct; duties and responsibilities of the president; faculty rank;

HE 007 275

tenure; salary and workload; employment contracts; suspension; dismissal and termination; grievances other than dismissal for cause and nonrenewal of personnel in the probationary period; professional travel; leaves of absence; and benefits. (LBH)

ED 121 135

McArthur, John H.

Research Project Concerning Students From Minority Groups. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Business Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—DLMA-81-11-71-10-2

Bureau No.—BR-0-0588

Pub Date Jun 74

Note—145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Academic Achievement, *Business Education, Careers, *College Students, Counseling, Curriculum, *Educational Benefits, *Higher Education, Job Placement, Management Education, *Minority Groups, Recruitment, Selection, Student Financial Aid, Trend Analysis

Identifiers—*Harvard University

The motivation of this project was a desire on the part of the Harvard Business School to augment equality of career opportunities in management for minority group members and to insure expanded managerial training so that new capabilities would be developed to match new opportunities. This document describes programs undertaken by the faculty and administration of the school in the areas of recruitment, selection, financial aid, curriculum, and career development. Programs are placed in context to show how special efforts for minorities relate to efforts being made along the same lines to serve the entire school population. Observation by members of the faculty and administration of the minority experience, both while at Harvard Business School and on leaving the school, seemed to indicate that when objective measures were applied to various aspects of the program experience, the experience of minority students did not differ to any significant degree from that of their non-minority counterparts having the same background. (Author/KE)

ED 121 136

Faculty Handbook—1974-1976. Montana State

University, Bozeman.

Montana State Univ., Bozeman.

Pub Date 74

Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Academic Freedom, Administrative Organization, *Administrative Policy, Administrator Responsibility, Ancillary Services, *College Faculty, Committees, Faculty Evaluation, Fringe Benefits, Governance, *Higher Education, Housing, Job Tenure, *Personnel Policy, *State Universities

Identifiers—*Faculty Handbooks, Montana State University

The Montana State University's 1974 faculty handbook outlines the history and scope of the university within the Montana state higher education system. The document details the administrative organization; the faculty organization and operation; personnel policies including appointments, tenure, rank and titles, faculty review, promotions, termination, leaves and fringe benefits. Professional relationships are defined including academic freedom, conflicts of interest, research, professional organizations, and political activity; academic and fiscal policies and procedures. A list of facilities and services available is provided. The University's policy of student relations is also included. (JMF)

ED 121 137

Faculty Handbook, West Liberty State College.

West Liberty State Coll., W. Va.

Pub Date 75

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Freedom, *Administrative Policy, Ancillary Services, College Environment, *College Faculty, Faculty Evaluation, Fringe Benefits, *Higher Education, Leave of Absence, *Personnel Policy, *State Colleges, Teacher Responsibility, Teaching Load

Identifiers—*Faculty Handbooks, West Liberty State College

The 1975 edition of the West Liberty State College faculty handbook outlines the college's general institutional authority within the West Virginia state higher education system including organizational charts for faculty and administration. The academic structure of the college is detailed as policies regarding academic matters including academic freedom, professional ethics, teaching loads, attendance, grading, faculty evaluation, and grievance procedures. The handbook discusses employment policies and procedures such as appointments, leaves, tenure, salaries, fringe benefits, and services and facilities available to faculty. (JMF)

ED 121 138 HE 007 419
University of Oregon Faculty Handbook and Administrative Memo.

Oregon Univ., Eugene.

Pub Date Jul 74

Note—65p.; Not available in hard copy due to type size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Freedom, Administrative Organization, *Administrative Policy, Ancillary Services, *College Faculty, Faculty Evaluation, Faculty Organizations, Faculty Promotion, Fringe Benefits, Governance, *Higher Education, Job Tenure, Noninstructional Responsibility, *Personnel Policy, Research, Salaries, *State Universities, Teacher Responsibility

Identifiers—*Faculty Handbooks, University of Oregon

The handbook for the University of Oregon is divided into two parts. The first part contains general information for the faculty about the university and specific procedures and programs of interest including academic advising, counseling center, salaries, fringe benefits, and services and facilities available, as well as detailed faculty evaluation information. The second part contains the administration's official policies including administration organization; faculty organization; academic ranks and titles; appointments, promotion, and tenure; and responsibilities and rights. (JMF)

ED 121 139 HE 007 465
Mississippi State University Faculty Handbook.

Mississippi State Univ., State College.

Pub Date Sep 73

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Freedom, Academic Standards, *Administrative Policy, Ancillary Services, *College Faculty, Educational Policy, Fringe Benefits, *Higher Education, Job Tenure, Leave of Absence, Organization, *Personnel Policy, Salaries, *State Universities, Teacher Responsibility

Identifiers—*Faculty Handbooks, Mississippi State University

Mississippi State University's faculty handbook is designed to provide factual information about the organization, facilities, services, and policies of the university. The main focal point is on matters of direct faculty concern; hence administrative and organizational details are minimized. Those areas outlined in more detail include the faculty organization and responsibilities including those relating directly to students such as classroom regulations, grading, and examinations; university policies regarding appointment qualifications, tenure, academic freedom, scheduling, leaves, and political activity; salaries; fringe benefits; and services available to the faculty. (JMF)

ED 121 140 HE 007 482
Faculty Handbook. Michigan State University.

Michigan State Univ., East Lansing.

Pub Date Feb 72

Note—93p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Freedom, *Administrative Policy, Affirmative Action, Ancillary Services, *College Faculty, Faculty Promotion, Fringe Benefits, Governance, Grievance Procedures, *Higher Education, Job Tenure, Leave of Absence, Noninstructional Responsibility, *Personnel Policy, Research, Salaries, *State Universities, Teacher Responsibility

Identifiers—*Faculty Handbooks, Michigan State University

The 1972 edition of the Michigan State University faculty handbook details the history and organization of the institution; academic personnel policies including equal opportunity, appointments, tenure, academic freedom, salaries, leaves, benefits, retirement, research, and political activities; instructional information regarding academic programs, advisement, enrollment, registration, and counseling, teaching responsibility, and students' rights. Information regarding fringe benefits and opportunities as well as facilities and services available to faculty is also given. A supplement to the handbook outlines faculty grievance procedures. (JMF)

ED 121 141 HE 007 486
The Faculty Manual. The University of South Carolina.

South Carolina Univ., Columbia.

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Freedom, *Administrative Policy, Affirmative Action, *College Faculty, Copyrights, Faculty Organizations, Fringe Benefits, *Higher Education, Job Tenure, *Personnel Policy, Salaries, *State Universities, Teacher Responsibility, Teaching Load

Identifiers—*Faculty Handbooks, University of South Carolina

The current faculty handbook for the University of South Carolina contains information regarding the administrative organization; the faculty organization; regulations and policies regarding personnel including affirmative action, appointments, tenure, leaves, academic freedom, classroom procedures, and normal work schedule and responsibility; policy regarding research; fringe benefits and privileges afforded the faculty; as well as facilities and services available. (JMF)

ED 121 142 HE 007 539
Agreement between Wayne State University and The Wayne State University Chapter of the American Association of University Professors.

Wayne State Univ., Detroit, Mich.

Pub Date [74]

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administrative Organization, *Collective Bargaining, *Collective Negotiation, *Contracts, Faculty Evaluation, Fringe Benefits, *Grievance Procedures, *Higher Education, Personnel Policy, Salaries

Identifiers—AAUP, American Association of University Professors, Wayne State University

This collective bargaining agreement between Wayne State University and the Wayne State Chapter of the American Association of University Professors covers the period from July 1, 1974 to June 30, 1976. Some issues discussed are: wages, hours, and other conditions of employment for the employees at Wayne State University. (Author/KE)

ED 121 143 HE 007 540
Salisbury State College Faculty Handbook. 1974-1975.

Salisbury State Coll., Md.

Pub Date 74

Note—175p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Freedom, *Administrative Policy, Administrator Responsibility, Ancillary Services, *College Faculty, Faculty Evaluation, Faculty Promotion, Fringe Benefits, Governance, Grading, *Higher Education, Job Tenure, Leave of Absence, *Personnel Policy, Research, Salaries, *State Colleges, Teacher Responsibility, Teaching Load

Identifiers—*Faculty Handbooks, Salisbury State College

The Salisbury State College's faculty handbook details the college's history and organization; personnel, academic and administrative policies and procedures; and the college services available to the faculty. (JMF)

ED 121 144 HE 007 547
Faculty Handbook. North Texas State University.

North Texas State Univ., Denton.

Pub Date Aug 75

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Standards, *Administrative Policy, Ancillary Services, College En-

vironment, *College Faculty, Faculty Organizations, Faculty Promotion, Governance, Grievance Procedures, *Higher Education, Job Tenure, *Personnel Policy, Salaries, *State Universities

Identifiers—*Faculty Handbooks, North Texas State University

The North Texas State University faculty handbook details the university governance within the state higher education system; faculty and university policies including appointments, employment conditions, evaluation and promotions, salaries and benefits, and available services. The relationship between the faculty and students is also outlined. (JMF)

ED 121 145 HE 007 563
The Decadal Role in Baccalaureate and Higher Degree Courses of Nursing. Health Manpower References. 75-11.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW-(HRA)-75-11

Pub Date Mar 75

Note—63p.; Papers presented at a conference on nursing manpower (May, 1974, Reston, Virginia)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (\$1.25)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Change, Administrative Organization, *Administrator Responsibility, *Administrator Role, *College Deans, Educational Development, *Higher Education, *Nursing

The Division of Nursing (DHEW) has been concerned with the quality of nursing manpower and the preparation of nurses for leadership in nursing education, practice, and research. The Division of Nursing held a conference in 1974 for the purpose of exploring the decadal role in baccalaureate and higher degree colleges of nursing. Papers discussed: (1) the decadal role in academic and institutional leadership; (2) the decadal role in the enhancement of educational institutions; (3) educational administration—a look to futures; and (4) opportunity in the decadal role. (Author/KE)

ED 121 146 HE 007 564
Strong, Stanley R.

A Framework for Planning. Office for Student Affairs Research Bulletin. Volume 16. Number 2. Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 10 Dec 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Change Strategies, Educational Administration, Educational Objectives, *Educational Planning, *Higher Education, *Management Development, *Objectives, Participant Involvement, *Policy, Policy Formation, Problem Solving

Planning, a key management responsibility, is the process of determining the thrust of an organization's activities. The basic concepts of planning are objectives and policies. Objectives are the ends by which organizational effort. Policies limit the means by which ends are sought. Strategic planning concentrates on determining the ends to be sought, while operations planning concentrates in determining the means of obtaining objectives. Problem solving is the basic process used in planning. Who participates in planning is critical, as those who participate will support the plan while those who do not participate will likely fear and resent it. Planning is a line management responsibility. (Author)

ED 121 147 HE 007 565
Davies, Gordon K. Robinson, Martha F.

A Report in Support of The Virginia Plan. Series 6. Number 10. Higher Education in Virginia. 1975-76. Selected Characteristics, Degree Programs, Student Fees in Public and Private Institutions.

Virginia State Council of Higher Education, Richmond.

Pub Date Dec 75

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Associate Degrees, Bachelors Degrees, College Majors, College Programs, Community Colleges, *Directories, Doctoral

Degrees, Enrollment, *Higher Education, Masters Degrees, Off Campus Facilities, Part Time Students, Post Secondary Education, *Private Colleges, *State Colleges, *State Universities, Student Costs, Students
Identifiers—*Virginia

This report of selected characteristics and degree programs for Virginia's public and private colleges and universities is published by the State Council of Higher Education. The report provides information frequently requested by students, parents, and other citizens including: headcount enrollment, institutional charges, and degree programs. In addition, the institutions have indicated which degree programs are offered off campus or in the evening hours. (Author/KE)

ED 121 148 HE 007 566

Cowen, Zelman

The University in Times of Change.

Tasmanian Education Dept., Hobart (Australia).

Pub Date 74

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Continuous Learning, Educational Development, *Educational History, External Degree Programs, *Higher Education, Post Secondary Education, *Social Change, Speeches

Identifiers—*Australia

Sir John Morris was Chancellor of the University of Tasmania. He was also Chairman of the Adult Education Board and the State Library Board. His views on adult education were well in advance of his time. While many viewed adult education as providing a leisure time hobby for those who participated, he saw it as part of the life-long educational process. This view now commands active and widespread support in many parts of the world, and in this country it has been canvassed in major educational reports and particularly in the recent report on Open Tertiary Education. It has significant implications for the role of the University of Tasmania and elsewhere. (Author/KE)

ED 121 149 HE 007 567

Grose, Robert F.

Some Factors in the Choice of Amherst College by Students.

Amherst Coll., Mass.

Pub Date Feb 75

Note—73p.; For related document, see HE 007 569

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Standards, Coeducation, *College Bound Students, *College Choice, *College Environment, Consortia, Curriculum, Geographic Location, *Higher Education, Social Environment, Student Financial Aid, *Student Needs, Surveys, Tables (Data)

Identifiers—*Amherst College

Why do students choose to apply and, if accepted, choose to come to Amherst College? To answer this, questionnaires were sent to: (1) matriculating members of the Class of 1987; (2) students interviewed at Amherst College who chose not to apply, and (3) selected secondary school guidance counselors to discover factors they thought important in choosing a particular college. Several questions were asked concerning the strengths and weaknesses of Amherst College with special attention to matters of financial aid and coeducation. The strongest points in favor of Amherst College were size, academic quality, academic reputation, location, and Five College Cooperation. Among Amherst's negative features, lack of coeducation was very widely held to be the strongest, although not always an overriding factor. Location, financial expense, small size, lack of diversity, competition, selectivity, and the nature of social activities were mentioned by some respondents as possible deterrents. (Author)

ED 121 150 HE 007 568

Galambos, Eva C.

The Employment Outlook for Social Science Majors in the South.

Southern Regional Education Board, Atlanta, Ga.

Manpower and Education Project.

Pub Date 76

Note—30p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30311 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bachelors Degrees, College Majors, Doctoral Degrees, Educational Demand, *Educational Supply, *Employment Opportunities, Employment Potential, *Higher Education, *Manpower Utilization, Masters Degrees, *Social Sciences, Tables (Data)

This assessment of the future job market for social science graduates is made both generically and separately for certain disciplines. The definition of the social sciences follows the USOE definition and includes: anthropology, archeology, economics, history, geography, political science, sociology, criminology, international relations, urban studies, demography, and all area studies. The projection of social science graduates at all degree levels who will enter the job market in 1980 compared to expected openings in social science occupations finds that graduates exceed the openings by eleven to one. The supply-demand balance for these social science graduates, however, is not as gloomy as this ratio might indicate. Since the training of a social science or other liberal arts major is more likely to engender a broader view of human affairs than a more narrow, vocationally-oriented education, the breadth of a social science education will continue to be valuable in the conduct of business and government. Marketable, vocationally-oriented skills are important adjuncts, however, to gain entry into the job market. (Author/KE)

ED 121 151 HE 007 569

Grose, Robert F.

Amherst College Student Survey—May 1975. "Cycles." A Comparison with Hampshire College and the University of Massachusetts.

Amherst Coll., Mass.

Pub Date Dec 75

Note—38p.; For related document, see HE 007 567

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Standards, *College Environment, *Comparative Analysis, *Higher Education, Questionnaires, Social Environment, *Student Needs, *Student Opinion, Surveys

Identifiers—Amherst College, Hampshire College, University of Massachusetts

The Cycles questionnaire developed by Kegan at Hampshire College was given in May 1975 to a random sample of 200 Amherst College students. The 61 percent responding expressed the degree of their general satisfaction with the college, including their intellectual life, social life, academic advising, and peer groups. Although most Amherst College students felt good about themselves, a few expressed feelings of isolation and discomfort. Comparisons with a similar inventory given in April 1975 at Hampshire College and at the University of Massachusetts indicated that isolation is greater at Hampshire than at the other colleges and that Hampshire students spend more time on noncourse academic and intellectual activity. Amherst College students reported greater commitment to working groups, higher trust, and greater satisfaction with security. The College of Arts and Sciences students at the University of Massachusetts reported lower satisfaction with advising, academic progress, and the college experience. (Author)

ED 121 152 HE 007 570

Marland, Sidney P., Jr.

The College Board and the Twentieth Century.

College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—64p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational History, *Educational Testing, *Higher Education, *Program Descriptions, Tables (Data), *Testing Programs, Trend Analysis

The profile of American education in the twentieth century, especially at the secondary and postsecondary undergraduate levels, is mirrored in the chronology of College Board policies and programs over its 75-year history. After a review of the first 75 years, speculation is made on the next 25 years and the shapes that may be taken by American schools and colleges, and by the College Board itself. Tables are included and cover: (1) percent of high school graduates to first-year college entrants; (2) U.S. population by age group; (3) AP examinations; (4) CLEP ex-

aminations; (5) SAT volume; (6) federal funds for higher education; (7) tuition costs per year; (8) CSS volume: parents' confidential statements; (9) increase in black enrollment; and (10) college board membership: institutions and associations. (Author/KE)

ED 121 153 HE 007 571

Boyd, James E. Schietinger, E. F.

Faculty Evaluation Procedures in Southern Colleges and Universities.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—54p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30312 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Policy, Community Colleges, *Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Higher Education, Information Dissemination, Personnel Policy, Post Secondary Education, Private Colleges, State Universities, *Surveys, Tables (Data)

The Southern Regional Education Board (SREB) survey of faculty procedures determines the nature and extent of faculty evaluation programs in the South. The president of each college was sent a copy of a questionnaire designed to provide data on existing policies, practices, and criteria for faculty evaluation. One of the most noticeable aspects of the survey findings is that the various reasons for faculty evaluation are: (1) a concern for faculty development and improvement; and (2) the need for evaluation of faculty performance to provide information for decisions on tenure, promotion, reappointment, and salary. This polarization of emphasis is associated with institutional types—the more senior the institution, the more frequent the emphasis on performance evaluation; the less senior the institution, the more frequent the emphasis on faculty development. (Author/KE)

ED 121 154 HE 007 573

A Study of Resident Fee Status for Certain Nonimmigrant Aliens. A Report in Response to Senate Resolution 1975-144.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jan 76

Note—27p.; Some pages may not reproduce clearly due to marginal print quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Fees, *Foreign Students, *Higher Education, Post Secondary Education, *Residence Requirements, Resident Students, *State Legislation, *Student Costs, Student Financial Aid

Identifiers—*Washington

In recent years there have been a number of proposals to extend resident tuition and fee status to certain groups of foreign nationals (E-1) in the State of Washington. An E-1 national is "any nonimmigrant alien entitled to enter the United States under and in pursuance of the provisions of a treaty of commerce and navigation between the United States and the foreign state of which he or she is a national" Information gathered revealed that: (1) the number of persons residing in Washington with E-1 visas is unknown but appears to be small; (2) there are only two students currently enrolled who have E-1 visas; (3) the fiscal impact of extending resident benefits is small; and (4) a bill such as that proposed would satisfy legal requirements. Recommendations were that the Council for Postsecondary Education endorse the proposed bill with the provision that such nonimmigrant aliens must meet all other residency requirements prescribed by law. (Author/KE)

ED 121 155 HE 007 575

Efficiency and Effectiveness in Higher Education.

Southern Regional Education Board, Atlanta, Ga.

Pub Date Aug 75

Note—48p.; Proceedings of the 24th Southern Regional Education Board Legislative Work Conference (August, 1975, Biloxi, Mississippi)

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cost Effectiveness, *Educational Accountability, Effective Teaching, *Efficiency, Faculty Evaluation, Government Role,

*Higher Education, *Organizational Effectiveness, State Legislation, Teaching Load
Legislators are increasing their efforts to insure that appropriations are used prudently and productively. State systems of higher education have not escaped this scrutiny. To be effective, such legislative oversight depends upon clear articulation by state-supported activities of its goals and functions. Nevertheless, like other service industries, higher education must cope with cost increases that often are higher than those of the general economy. These conditions and related developments were discussed in airing the overall theme, "Efficiency and Effectiveness in Higher Education." Discussed were: (1) the issues in reconciling the time-honored commitment of states to institutional autonomy with mounting demands for accountability from the public and others who share responsibility as guardians of higher education; (2) the intricacies and limitations of evaluating faculty; (3) whether faculty workloads should be prescribed; (4) the prospects and worth of academic exploration; and (5) managing fiscal resources in higher education during the present period of rising costs. (Author/KE)

ED 121 156 HE 007 576
Perspectives and Plans for Graduate Studies. 11, Engineering 1974-75; F. Civil Engineering.
Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.
Pub Date 75
Note—340p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage
Descriptors—Academic Standards, *Civil Engineering, Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Doctoral Programs, Educational Assessment, *Educational Development, Engineering, *Engineering Education, Graduate Study, *Higher Education

Identifiers—*Canada
A series of studies carried out by the Advisory Committee on Academic Planning (ACAP) published by the Council of Ontario Universities (COU) dealt with a planning study of doctoral work in engineering that was conducted in several parts corresponding to the various disciplines within engineering. This document, which is one part of that study, deals with doctoral work in civil engineering. It also contains some recommendations: (1) covering most of the fields of engineering; and (2) dealing specifically with mechanical, industrial, and civil engineering. Appendices include: (1) a report of the ACAP Subcommittee on Civil Engineering; and (2) a report of civil engineering consultants. (Author/KE)

ED 121 157 HE 007 577
Summary of State Legislation Affecting Higher Education in the South 1975.
Southern Regional Education Board, Atlanta, Ga.
Pub Date Dec 75
Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Educational Finance, *Educational Legislation, *Higher Education, Post Secondary Education, Private Colleges, Professional Education, *State Aid, State Colleges, *State Legislation, *State Programs, State Universities, Student Financial Aid

Identifiers—*United States (South)
This document contains reports on legislative action affecting higher education in the southern states that held regular or special legislative sessions in 1975. States covered are: West Virginia, Georgia, Virginia, Arkansas, Maryland, Mississippi, Florida, North Carolina, South Carolina, Tennessee, Texas, Louisiana, and Alabama. Some of the issues discussed are: (1) the proposed establishment of medical, dental, and law schools, and schools of veterinary medicine; (2) student costs and student aid; (3) state appropriations to education; (4) tenure; (5) consortia; and (6) grievance procedures. (Author/KE)

ED 121 158 HE 007 578
National Project II. Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students. FY 1975. Program Information and Application Procedures.
Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date 75
Note—33p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Equal Education, Federal Programs, *Higher Education, Post Secondary Education, *Program Development, *Program Proposals, *Project Applications, *Remedial Programs

The generation now beginning their postsecondary education includes a significant portion of students who lack abilities assumed for college students in the past. The Pattern for many of these students has been one of a revolving door: they enter college and leave within a year, without fulfilling their educational goals. For such students, access to further education does not guarantee a fair chance of reaping the traditional benefits of that experience. Thus, postsecondary institutions now face a broader social purpose. They must create the conditions for effective learning for a more diverse range of postsecondary students. Under the national projects competition, the fund for the Improvement of Postsecondary Education describes projects of national significance, and invites applicants to qualify for participation in a collaborative activity. This document sets forth guidelines for the second national project: "Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students." (Author/KE)

ED 121 159 HE 007 580
Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1975. Report to the Council of Ontario Universities.
Council of Ontario Universities, Toronto.
Pub Date Nov 75
Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Budgeting, Costs, Expenditures, Guidelines, *Higher Education, Income, *Operating Expenses, *Resource Allocations, *Tables (Data), Trend Analysis, *Universities
Identifiers—*Ontario

The summary data and schedules included in this document represent a continuation of the work by the Committee of Financial Officers—Universities of Ontario. It reports the total revenue and expenses of the provincially assisted universities of Ontario for the fiscal year ended April 30, 1975. The summary data include trend statistics from 1970-71 to 1974-75. The data produced is in accordance with the definitions and guidelines given and illustrate certain trends and differences in revenues and in resource allocations. Individual universities will show variations from these trends. (Author/KE)

ED 121 160 HE 007 581
Atelsek, Frank J. Gomberg, Irene L. Student Assistance: Participants and Programs 1974-75. Higher Education Panel Reports, No. 27.
American Council on Education, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Dec 75
Note—47p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational Finance, *Higher Education, Incentive Grants, *Participant Characteristics, *Student Costs, *Student Financial Aid, Student Loan Programs, Surveys, Tables (Data), Tuition Grants, Work Study Programs

Identifiers—Basic Educational Opportunity Grant Program, College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, State Student Incentive Grant Program, Supplemental Educational Opportunity Grant Program

This survey was designed to collect information for the 1974-75 academic year on the extent of student participation in Office of Education programs, the characteristics of aid recipients, student charges and the amounts and sources of student aid available at institutions of higher education, and to elicit suggestions for improving the operation of federal student aid programs. The six programs for which data were requested are: (1) Basic Educational Opportunity Grant Program (BEOG); (2) Supplemental Educational Opportunity Grant Program (SEOG); (3) State Student Incentive Grant Program (SSIG); (4)

College Work-Study Program (CWS); (5) National Direct Student Loan Program (NDSL); and (6) Guaranteed Student Loan Program (GSL). The survey questionnaire was sent to all 644 members of the Higher Education Panel of the American Council on Education. Suggestions for improvement fell into two main headings: administration and program design. (Author/KE)

ED 121 161 HE 007 582
Fidler, Paul And Others Changing Student Perceptions of the University of South Carolina. A Report of the 1972 and 1974 Administrations of the Experience of College Questionnaires.
South Carolina Univ., Columbia. Div. of Student Affairs.
Pub Date Dec 75
Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Changing Attitudes, *College Environment, Educational Experience, *Higher Education, Social Environment, *Student Attitudes, Student Teacher Relationship, Tables (Data), *Undergraduate Students

Identifiers—*University of South Carolina

This report is designed to provide the University of South Carolina community with information about undergraduate experiences and activities as perceived by the students. The report deals primarily with: academic experiences and activities and to a lesser extent with student-faculty relationships, friends and acquaintances, extracurricular activities, and satisfaction with educational experience. The data were collected from the Experience of Colleges Questionnaires (ECQ), and several items from the College and University Environment Scales (CUES). The ECQ was first administered to U.S.C. undergraduates in the fall of 1972 and again in the spring of 1974. Comparisons are made between: (1) the two ECQ administrations, and (2) the ECQ and the Institutional Functioning Inventory (IFI). The IFI gains information about faculty perceptions in many of the same areas as the ECQ. Data indicate that the problem of undergraduate academic apathy is especially apparent at the university. Student responses to the scholarship scale items from CUES emphasize a lack of student vigor and faculty challenge, although the potential ability certainly exists as judged from the positive items from CUES. (Author/KE)

ED 121 162 HE 007 583
Hendricks, Glenn Skinner, Kenneth Undergraduate Student Financing, 1974-75. A Study of Expenses, Sources and Attitudes. Office for Student Affairs Research Bulletin. Vol. 16, No. 5.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 15 Dec 75
Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Age, *Educational Finance, Females, *Financial Support, *Higher Education, Income, Males, *Student Costs, Student Financial Aid, Student Opinion, Surveys, Tables (Data), *Undergraduate Students

Identifiers—University of Minnesota

This survey of over 600 undergraduate students attending the University of Minnesota covers: (1) student expenses, (2) the sources used to pay these expenses, and (3) opinions about present financial assistance policies and practices. Independent variables examined include sex, age, class, recipient/nonrecipient of financial aid, financial self-sufficiency. A summary of the material is not given, but some individual findings are: (1) mean total annual expense in 1974-75 was \$2,690; (2) 48 percent of the undergraduates receive some assistance from their parents, but only 14 percent say that parental assistance is the major source for paying these expenses; and (3) 63 percent do not anticipate any loan indebtedness at the time of graduation. (Author/KE)

ED 121 163 HE 007 584
Lanier, Lyle H. Andersen, Charles J. A Study of the Financial Condition of Colleges and Universities: 1972-1975.
American Council on Education, Washington, D.C.
Pub Date Oct 75
Note—110p.

Available from—American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—*Colleges, *Economic Factors, *Economic Status, *Educational Economics, *Enrollment Trends, *Expenditures, *Higher Education, *Income, *Surveys, *Trend Analysis, *Universities

What was the impact of economic pressures during the crucial three-year period, 1972-1975, on the financial conditions of different types of colleges and universities? The American Council on Education designed a survey instrument to collect financial and enrollment data for the three years in question. The sample of 646 institutions participating in the survey were chosen to approximately represent the entire population of institutions of higher education—private, public, universities, other four-year institutions, and two-year institutions. The overriding conclusion from the study and from earlier evidence is that progressive deterioration has been occurring in the financial condition of higher education as a whole in recent years. Furthermore, the process of decline appears to have accelerated during the past three years under the joint influence of inflation and recession in the national economy. (Author/KE)

ED 121 164 HE 007 585

Coles, H. William, III

Evaluation of the 1974 Summer Orientation Program.

State Univ. of New York, Buffalo.

Pub Date Jul 75

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Faculty, *Higher Education, *Orientation, *Program Descriptions, *Program Effectiveness, *Special Programs, *Student Reaction, *Students, *Undergraduate Students
 Identifiers—*State University of New York at Buffalo

The Summer Orientation Program (SOP) at the State University of New York at Buffalo (SUNY/B) is an extensive program that affects approximately 2,500 freshmen each year and involves virtually every university office that works with undergraduates. The program tries to provide students with academic, social, and physical perspectives of the university and to give them some idea of what the university expects from them. To evaluate the overall effectiveness of the Summer Orientation Program and to determine the design of future programs, a questionnaire was sent to 686 students. The student sample was stratified according to type of admission. Findings indicate that the summer program provided the students with a wide variety of opportunities to meet fellow students and to become familiar with the facilities and services of the university. The students' responses indicate that the 1974 Summer Orientation Program provided a socially positive and academically realistic perspective of their pending university experience. (Author/KE)

ED 121 165 HE 007 586

CSS Need Analysis: Theory and Computation Procedures for 1976-77 PCS and SFS Including Sample Cases and Tables.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date 75

Note—124p.; Some sample forms included in document may not reproduce clearly due to type size

Available from—College Board Publication Orders, Box 2815 Princeton, New Jersey 08540 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Economics, *Educational Finance, *Family Income, *Family Resources, *Financial Needs, *Guides, *Higher Education, *Models, *Student Financial Aid, *Student Needs, *Systems Approach, *Tables (Data)

Identifiers—*College Scholarship Service Need Analysis

This guide is to help professional personnel who are involved in the distribution of financial aid understand how the parent's and the student's expected contributions are derived. It prepares the financial aid administrator to consider individual adjustments that may be appropriated in the amounts expected from the student and his family in various instances, especially when the financial situation of a family changes or when additional information about the family's circum-

stances becomes known. Discussed are: (1) principles and practices of student financial aid administration; (2) the history of need analysis; (3) the theory of need analysis: measuring parental ability to pay; (4) the theory of need analysis: measuring student resources; (5) computation procedures for the parents' confidential statement; (6) computation procedures for the student's financial statement; (7) procedures for processing the Parents Confidential Statement (PCS) and the Student's Financial Statement (SFS); (8) constructing student expense budgets; (9) sample cases. (Author/KE)

ED 121 166 HE 007 587

Katzen, May

Mass Communication: Teaching and Studies at Universities.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—278p.

Available from—The UNESCO Press, 7 Place de Fontenay, 75700 Paris (\$14.85)

Document Not Available from EDRS

Descriptors—*Area Studies, *Communications, *Curriculum, *Higher Education, *Mass Media, *Media Technology, *Surveys, *Teaching, *Universities

Mass media studies as an academic field all over the world are very uneven, and in some cases an early start has not necessarily meant a fuller development later. To some extent the growth of mass media studies in universities is linked with the development of the media themselves, and especially the extent to which they serve mass audiences in a particular country. This document reports on the role of universities all over the world in teaching and research on mass media as social institutions and mass communication as a social process. It includes: (1) the professional training of journalists, broadcasters, producers, directors, and other media practitioners; (2) the teaching of mass communications or special aspects of it in university departments or specialized institutes; (3) systematic appreciation and criticism of the output of any of the mass media in university departments; and (4) research into any of the mass media or into mass communications. (Author/KE)

ED 121 167 HE 007 588

Abraham, A. A.

Transfer Students at Florida A and M University. Florida A and M Univ., Tallahassee.

Pub Date May 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Admission Criteria, *Articulation (Program), *Associate Degrees, *Bachelors Degrees, *Community Colleges, *Enrollment Trends, *Females, *Higher Education, *Junior Colleges, *Males, *Negro Students, *State Universities, *Tables (Data), *Transfer Students
 Identifiers—*Florida A and M University

According to Florida's Articulation Agreement, students receiving the associates degree from public junior colleges may be admitted automatically to the state universities. A followup study of transferees who entered Florida A & M University in September 1973 found that there were more female than male transferees. There was no evidence of the usual transfer shock on their record, but Florida A & M University received far fewer than its share of all transfer students when based on the total enrollment for the state university system. Few blacks are in and graduating from the junior colleges in Florida. Therefore, until current standards of admission and achievement are changed, blacks should recognize that career education for them requires the same kind of long-range preparation. More specifically and probably for the first time they will have to be served by much more relevant and broader guidance systems of (1) early identification, (2) mastering developmental tasks, (3) motivation, (4) information, and (5) financial aid. (Author)

ED 121 168 HE 007 589

A Partnership for Leadership in the Development of A Year 2000 Plan for Parity in Education. The National Goal of Equal Opportunity and The Historically Black Colleges. (Summary Statement and Statement).

National Association for Equal Opportunity in Higher Education, Washington, D.C.

Pub Date 4 Nov 75

Note—93p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*College Role, *Educational Development, *Educational Finance, *Educational Needs, *Educational Planning, *Enrollment, *Equal Education, *Equalization Aid, *Federal Aid, *Graduate Study, *Higher Education, *Junior Colleges, *Negro Colleges, *Participant Involvement, *Policy Formation, *Post Secondary Education, *Private Colleges, *Professional Education, *Student Financial Aid, *Trend Analysis, *Undergraduate Study

The Federal government should recognize the historically black colleges as the major architects of equal opportunity and should then recognize a special responsibility for the strengthening and further development of these colleges. HEW should develop a leadership partnership with the historically black colleges for the purpose of achieving parity in all areas of higher education and parity in all professional and technical fields in the work force. Related information is: (1) the possible partnership efforts for colleges and the Federal Government; (2) the historically black college; and (3) the needs of black colleges. Recommendations involve: (1) black participation in policy planning and review; (2) monitoring of progress in higher education; (3) regionalization versus centralization of programs; (4) research and development in educational institutions; (5) discriminatory funding patterns in minority programs; and (6) allocation of resources for black and minority colleges. (Author/KE)

ED 121 169 HE 007 590

Guidelines for Conditions of Employment for College and University Presidents.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Nov 75

Note—5p.; This policy statement was adopted by the Annual Meeting of the American Association of State Colleges and Universities (15th, Boston, Massachusetts, November, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Evaluation, *Administrator Qualifications, *Administrator Responsibility, *Administrator Selection, *Chief Administrators, *Guidelines, *Higher Education, *Leadership Qualities, *Organizational Effectiveness

There is growing interest throughout the United States in the conditions of employment for college and university presidents: how they are appointed, evaluated, encouraged, and provided with alternative means of exiting from the presidential office. There is need to provide some security for presidential leadership to assure effective administration, opportunities for the assessment of leadership, and dignified means whereby leadership in the person of the campus chief executive may be continued or changed. Considered are: (1) the new phenomenon of systematic evaluation of presidential leadership; and, (2) the need for professional options available to the person leaving the office of the presidency. Guidelines for evaluating the leadership of college and university presidents are presented. (Author/KE)

ED 121 170 HE 007 591

The International Responsibility of Higher Education.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Nov 75

Note—5p.; This policy statement was adopted at the Annual Meeting of the American Association of State Colleges and Universities (15th, Boston, Massachusetts, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Objectives, *Educational Policy, *Educational Responsibility, *Evaluation, *General Education, *Higher Education, *International Education

International education encompasses: (1) the international content of curricula; (2) the international movement of scholars and students concerned with training and research; and (3) the arrangements engaging United States education abroad in technical assistance and educational cooperation programs. Its purposes are to liberate the mind and to eliminate ethnocentrism and parochialism. It is an integral part of quality education. All colleges and universities should examine their policy toward international education. (Author/KE)

ED 121 171 HE 007 592
Public Aid to Private And Proprietary Institutions.
 American Association of State Colleges and Universities, Washington, D.C.
 Pub Date Nov 75

Note—5p.; This policy statement was adopted at the Annual Meeting of the American Association of State Colleges and Universities (15th, Boston, Massachusetts, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Federal Aid, Guidelines, *Higher Education, Policy, *Private Colleges, *Proprietary Schools, *State Aid

Today private institutions of higher education are included in practically every federal program which aids higher educational institutions and students. At the state level, over 40 states have some form of aid to the private sector. Some now ask for much more massive assistance to private colleges, on both the federal and state levels. The principle arguments for very large-scale aid to the private sector along (or disproportionately) have been unique financial distress and the need to provide "choice as well as access" in higher education. This nationwide campaign for massive aid to the private sector alone, combined with growing financial pressures at public colleges and rising public tuition, leads to consideration of: (1) the possible loss of higher educational opportunities, (2) the financial crisis, and (3) the questionable distress in the private sector. (Author/KE)

ED 121 172 HE 007 593
Kelley, Edgar A.
NOVA: An Experiment in Alternative Education for University Undergraduates at the University of Nebraska.
 Nebraska Univ., Lincoln.
 Pub Date Jun 74

Note—50p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Consortia, *Educational Alternatives, *Higher Education, Program Evaluation, *School Community Programs, *Undergraduate Students, Work Experience
 Identifiers—*Nebraska

The Nebraska Opportunities for Volunteers in ACTION (NOVA) was an experiment at the University of Nebraska aimed at welding traditional academic instruction and year-long community service experience into an educational alternative for undergraduates. It was initiated on July 1, 1971 as the first University Year for ACTION (UYA) program in the nation. It was also the first to be discontinued on June 30, 1974. The experience of the University of Nebraska with NOVA, both concept and program, has been mixed. This report gives examples of the problems that were faced in the design, funding, management, and operation of the NOVA program. (Author/KE)

ED 121 173 HE 007 594
The Quality Revolution: Learner Centered Reform in Higher Education.

Charlotte Area Educational Consortium, N.C.
 Pub Date Apr 75

Note—143p.; Papers presented at a conference on Learner Centered Reform in Higher Education (Belmont, North Carolina, April 1975)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
 Descriptors—Change Strategies, Curriculum Development, Developmental Programs, *Educational Change, *Educational Objectives, Effective Teaching, *Higher Education, Post Secondary Education, *Student Ability, *Student Needs

This conference explores the implication of quality and person-centered revolutions in higher education. Specific objectives are to: (1) identify who the new learners are and how to diagnose their abilities and needs; (2) hear distinguished educators discuss possible nontraditional institutional responses to new learners; (3) examine a variety of approaches that faculty can take to develop programs for new learners; (4) critically analyze alternative ways to improve institutions in postsecondary education; (5) examine multiple ways for measuring teaching effectiveness; (6) formulate a strategy for developing or improving programs for new learners; and (7) develop an informal network of persons working on alternative institutional responses for new learners. (Author/KE)

ED 121 174 HE 007 595
Wood, Eugene S. Stitt, Thomas R.
Designing Capstone Baccalaureate Degree Programs Which Build on Competencies Gained in Community College Occupationally Oriented Programs and Work Experience.

Southern Illinois Univ., Carbondale.
 Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date [75]

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Articulation (Program), *Bachelors Degrees, Community Colleges, Curriculum Development, Educational Objectives, *Higher Education, Models, Post Secondary Education, Program Descriptions, *Teacher Education, Transfer Programs, *Vocational Education

Identifiers—*Southern Illinois University at Carbondale

The purpose of a Capstone Program is to provide an opportunity for an occupationally competent student to complete a baccalaureate degree with no more than two additional years of college. A two-year Capstone Program at Southern Illinois University at Carbondale was developed in 1972 to provide occupational graduates from community colleges with additional knowledge, skills, and teaching competencies. One hundred and three students were enrolled in the program during the school year 1973-74. These students, selected from all areas of Illinois, were enrolled in six schools or colleges in the university. Scholarships they achieved as well as or slightly better than the regular transfer students. The Capstone students may have gained their competencies from a community college, technical school, military, and/or work experience. It would appear that this concept will serve a need if it is applied properly with concern for what the student should achieve rather than how the institution can remain unchanged. The project staff and consultants believe that the Capstone concept is a viable method of training occupational teachers in Illinois. (Author/KE)

ED 121 175 HE 007 596
Agranoff, Robert, Ed. And Others

Explorations in Competency Module Development: Re-linking Higher Education and the Human Services.

Northern Illinois Univ., De Kalb. Center for Governmental Studies.

Spons Agency—Illinois State Board of Higher Education, Springfield.

Pub Date 75

Note—88p.; Proceedings of a Conference on a Competency Module Development (De Kalb, Illinois, 1975)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Standards, Articulation (Program), Certification, *Curriculum Design, Educational Alternatives, Field Experience Programs, *Higher Education, *Human Services, *Performance Based Education, School Community Programs, *Special Degree Programs
 Identifiers—*Illinois

In an attempt to develop college creditable competencies for inservice training in the human services, and relationships between service agencies and higher education institutions, a conference sponsored by the Center for Governmental Studies discussed: (1) nontraditional education and competency-based education; (2) competency-based education and Illinois higher education; (3) nontraditional education as viewed by the Illinois Board of Higher Education; (4) the citizen's perspective on nontraditional education; (5) college competency and credentialing; (6) the role of competency-based education in an experimental network; (7) standards and accreditation in nontraditional study; (8) the service agency and the university without walls; (9) competency training for change; (10) the community as learning resource for competency-based education; and (11) the development of competency modules. (Author/KE)

ED 121 176 HE 007 597
Berdahl, Robert

Criteria and Strategies for Program Discontinuation and Institutional Closure.

Kellogg Foundation, Battle Creek, Mich.

Pub Date 30 Jul 75

Note—43p.; Some pages may not reproduce clearly due to marginal legibility of original; Paper presented at the Kellogg In-Service Training Seminar (SHEEO Annual Conference New Orleans, Louisiana, July 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Educational Accountability, Educational Finance, *Evaluation Criteria, *Higher Education, Models, *Program Evaluation, *State Boards of Education, *Statewide Planning, Tables (Data)

Statewide review of new academic programs in now a fairly common phenomenon, but serious review of existing programs is a much rarer practice. Now that economic conditions threaten to leave many programs stranded, we face the uncomfortable fact that institutions are very sensitive to questions raised about the legitimacy of existing programs. Even with heavier institutional or multicampus system involvement in the review of existing programs, there will still remain several important roles for the statewide agency. They must not yet undertake self-evaluation; they must monitor the quality of the self-evaluation processes that are underway; and they must ensure that even high quality self-evaluation is placed in the broader context of state, regional, and national needs. Twenty-eight coordinating boards are engaged in some form of review of existing programs, with two other boards having such procedures under development. Issues important to address are: (1) which programs to review; (2) the criteria for review of existing programs; (3) strategies and procedures for existing programs; (4) board start-up strategies; and (5) costs and benefits of review of existing programs. (Author/KE)

ED 121 177 HE 007 599
Callan, Patrick M.

Evaluation of Statewide Boards of Higher Education.

Pub Date 16 Dec 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administration, *Educational Accountability, *Evaluation, *Evaluation Criteria, Guidelines, *Higher Education, Organization, Performance, Planning, *State Boards of Education

Education has entered the age of accountability. Whether this phenomenon represents a new dimension or increased emphasis upon a longstanding tradition, the fact remains that the public and its representatives are now looking more frequently and more critically at higher education and demanding more evidence of performance and effectiveness. While the initial thrusts of the accountability movement focused upon faculty, administrators and even students, it has become clear that governing and coordinating boards will also be called to account. As with any kind of evaluation, there is a need for explicit criteria. In addition to providing for systematic evaluation, such criteria could be valuable to the boards themselves as guidelines for improving effectiveness. Related issues are: (1) evaluation of structure versus evaluation of performance; (2) evaluating board performance in the 1970's and 1980's and (3) planning and effectiveness. (Author/KE)

ED 121 178 HE 007 601
Report on a Survey of Inflation Factors Used in Recent Higher Education Budget Requests and Appropriations.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 1 May 75

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Budgeting, Directories, *Economic Climate, *Educational Economics, Evaluation, *Higher Education, *Resource Allocations, Statewide Planning, Surveys
 Identifiers—*Inflation

How are inflation factors used as an approach to dealing with rapidly increasing higher education prices? This document provides: (1) summary information on the current use of inflation factors by state higher education agencies and other participants in the higher education budgetary process; (2) more detailed information on the use of inflation factors in each of the forty-four responding states; and (3) a list of budget-item

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indices and their sizes; (4) a list identifying state higher education agency personnel having expertise, or interest, in developing expertise in the use of inflation factors. (Author/KE)

ED 121 179 HE 007 602
Scope of Public Sector Bargaining in 14 Selected States. Special Report No. 25.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Nov 75
 Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Collective Bargaining, *Court Cases, Employment Practices, *Higher Education, Personnel Policy, Salaries, *State Legislation, Tables (Data), *Trend Analysis, Unions

Perhaps the most fundamental question before administrative boards and the courts is the meaning of terms and conditions of employment. The Academic Collective Bargaining Information Service has analyzed state laws, reviewed board and court decisions, and has read numerous reports to provide a preliminary, yet comprehensive, picture of the scope of public sector bargaining and to search for early trends being shaped by new laws and case decisions. Issues discussed are: (1) disputed settlement; (2) hours, calendar, and workload; (3) employee perquisites; (4) institutional direction and resources; (5) personnel policies; (6) union security; and (7) wages and salaries. (Author/KE)

ED 121 180 HE 007 603
Bjorklund, Eskil

Research into Higher Education.

Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date 17 Sep 74

Note—6p.; Not available in hard copy due to size of type of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, Departments, *Educational Finance, *Educational Research, Financial Support, *Higher Education, Post Secondary Education, *Resource Allocations, Tables (Data)

Identifiers—*Sweden

This document reports on allocations for research projects in higher education in Sweden. Tables give: (1) funds allocated to research and development in higher education by project, showing costs for 1973-74, planned costs for 1974-75, and the allotment recommended for fiscal year 1975-76; (2) costs of nine projects completed in 1974; (3) a list of university departments involved in research projects financed by UKA and dealing with issues in higher education giving funds allocated; and (4) funds allocated to the different university departments involved in research during 1972-73 and 1974-75. (Author/KE)

ED 121 181 HE 007 611
Stauffer, Thomas M., Comp.

A Reference Guide to Important Books for Academic Administrators.

American Council on Education, Washington, D.C. Academic Administration Internship Program.

Pub Date 75
 Note—23p.

Available from—Academic Administration Internship Program, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Personnel, Administrator Role, *Bibliographies, College Environment, *Educational Administration, Educational History, Educational Objectives, *Higher Education, *Literature Reviews, Management, Post Secondary Education, Trainees

A bibliography of approximately 400 items relevant to academic administrators is presented. Most were published after 1968. The topics covered include: the sociology of organizations, management, management in the profit-making sector, academic organization and administration,

history of higher education and comparative higher education, goals and purposes, higher education's environment, impact of postsecondary education, and special reports. (LBH)

ED 121 182 HE 007 612
Moon, Robert

The 1975-76 Concert Season: A Prediction.

Association of Coll. Univ. and Community Arts Administrators, Inc., Madison, Wis.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date Oct 75
 Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Costs, Dance, Dramatics, Fees, *Financial Support, *Higher Education, Music, *Program Costs, Programs, *Surveys, Tables (Data), *Theater Arts, Trend Analysis

The Association of College, University and Community Arts Administrators, Inc. (ACUCAA) surveyed 162 colleges and universities and 33 nonprofit institutions that will present professional performing arts programs in the 1975-76 concert season. Some highlights are: (1) 195 institutions will present 3,515 performances that cost \$12,015,119 in artist fees in 1975-76; (2) the average fee for these performances will be \$3,418; (3) 195 institutions will spend \$4,014,923 in other direct costs, or an average of \$1,237 per performance; (4) on the average, each performance costs \$4,655 to present in fees and other direct costs; (5) 195 institutions will spend \$16,030,042 in total direct costs to present 3,515 performances to the public; (6) average fees have increased 37.8 percent in 1975-76 compared to 1974-75; (7) average other direct costs of presentation have increased 24 percent in 1975-76 compared to 1974-75; (8) on the average, the direct cost of presenting a performing arts event has risen 66.7 percent in the last three years; (9) there will be a 57 percent decrease in performances of vocal recitals and a 33 percent decrease in symphony performances in 1975-76 compared to 1974-75; (10) there will be a 34.8 percent increase in theater performances and a 36.1 percent increase in contemporary dance performances in 1975-76 compared to 1974-75; (11) 40 percent of the respondents report an increase in subscription sales for the 1975-76 season while only 13 percent report a decrease compared to 1974-75. (Author)

ED 121 183 HE 007 615
Tollefson, Arthur L.

New Approaches to College Student Development.

Behavioral Publications, Inc., New York, N.Y.

Pub Date 75

Note—156p.
 Available from—Behavioral Publications, Inc. 72 Fifth Avenue, New York, New York 10011 (\$9.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Development, Educational Innovation, *Educational Objectives, Equal Education, *Higher Education, Individualized Programs, Minority Groups, Models, Personnel, Remedial Programs, *Student Development, *Student Personnel Programs, Student Personnel Work, Students, *Trend Analysis

Student development has come to have a special meaning that focuses on activities undertaken for the educational benefit of the student outside the traditional purview of the professor. It has a positive educational rather than administrative aspect that has come to be associated with student personnel work. This accentuating of the positive has stimulated a reassessment of the status of the profession. However, the new focus has brought problems with it. Chapters cover: (1) the philosophical and historical developments in higher education in terms of implications for student development; (2) programs that provide opportunities for the educationally disadvantaged; (3) programs that provide more personalized services for other kinds of students; (4) curricular innovations; (5) efforts to recreate a sense of community; (6) a summary and analysis of these trends; and (7) an attempt to construct a model which incorporates the principles underlying the basic trends. (Author/KE)

ED 121 184 HE 007 622
Anderson, Philip

Descriptive Study of Salaried Medical School Faculty.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—99p.; Some tables may not reproduce clearly due to type size; Prepared by Division of Operational Studies

Available from—Association of American Medical Colleges, Division of Operational Studies, One Dupont Circle, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Demography, Faculty Integration, Foreign Nationals, Health Occupations, *Higher Education, Medical Education, *Medical Schools, Minority Group Teachers, National Surveys, *Physicians, Questionnaires, School Surveys, Statistical Data, Tables (Data), *Teacher Background, *Teacher Characteristics, Women Teachers

Identifiers—*Salaried Medical Faculty Questionnaire

Tabular and descriptive data are offered on the salaried medical school faculty, including information on their academic status, demographic characteristics, and educational background. The study includes not only an analysis of current faculty composition and characteristics and institutional differences in faculty, but also an analysis of the changes in these parameters from 1970-71. The major instrument used was the Salaried Medical Faculty Questionnaire, essentially biographical in nature and consisting of 298 elements. In the 1973-74 school year, there were an estimated 26,582 salaried faculty members employed at the 77 U.S. medical schools selected for the study. Data are reported for: primary specialty in the clinical sciences; full time teachers; participation in NIH training grants; completion of internships and residencies; private practice experience; female representation on faculty; minority group representation; foreign trained personnel representation; and percentages of newly hired faculty. (LBH)

ED 121 185 HE 007 623
Nunn, Richard L., Lindy

Classification of Medical Education Institutions.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—87p.; Prepared by Division of Operational Studies

Available from—Association of American Medical Colleges, Division of Operational Studies, One Dupont Circle, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Cluster Grouping, Factor Analysis, Grouping Procedures, *Higher Education, Literature Reviews, Medical Education, *Medical Schools, Research Methodology, *School Surveys, *Statistical Data

Identifiers—*Institutional Profile System

Empirical techniques are developed that may be used in conjunction with data stored in the Institutional Profile System to enhance present capabilities of assessing group structure in medical schools. Relevant literature is reviewed, and the institutionally descriptive data available for analysis and their manipulation into researchable formats are described. In order to relate the present data and methods to previous studies, variables similar to those used by the RAND Corporation were chosen. The data are factor analyzed, and the factor scores then used in two empirical cluster analysis procedures, and the results compared to those generated by RAND. Lack of replication is noted. The 10 clusters of medical institutions found by RAND were not found in this study. A variety of factors may have contributed to this conclusion, including a substantial number of both methodological and data differences between the studies. It is concluded that, at least for the present, categorization of medical schools by procedures accounting for multiple measures simultaneously does not yield clear and unambiguous results. This finding indicates that the picture presented by data institutionally descriptive of the schools is a highly complex one, not easily structured into a reasonably small number of groups of institutions. (LBH)

ED 121 186

HE 007 627

Corporate Support of Higher Education, 1974.
Conference Board, Inc., New York, N.Y.; Council for Financial Aid to Education, New York, N.Y.

Pub Date Dec 75

Note—23p.; Not available in hard copy due to marginal reproducibility of original document
Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, N.Y. 10019 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Financial Support, *Higher Education, *Private Financial Support, *School Industry Relationship, *Surveys, *Tables (Data), Trend Analysis

This report presents some of the results of the first annual survey of Corporate Contributions. The information included in this document relates primarily to corporate support of education. Tables cover: (1) national trends in corporate pre-tax net income and contributions; (2) corporate support of education as a percentage of total corporate contributions; (3) total corporate contributions and corporate support of education as percentages of pre-tax net income; (4) corporate support in relation to total voluntary support; (5) distribution; (6) a two-year survey; (7) total contributions and educational support in relation to pre-tax net income, assets, and sales, by industry; (8) educational support as a percentage of pre-tax income, by industry; (9) contributions by manufacturing companies, by purpose; (10) corporate contributions to education by major marketing areas; (11) corporate support of education as a percentage of pre-tax income, by marketing areas; and (12) corporate support of education by purpose. (Author/KE)

ED 121 187

HE 007 629

Bentz, Robert P. And Others

Student Services: Programs and Functions. A Report on the Administration of Selected Student and Campus Services of the University of Illinois at Chicago, Chicago. Part 1 and 2.

Illinois Univ., Chicago.

Pub Date Jan 75

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Commuting Students, Delivery Systems, Development, *Higher Education, *Nonresidential Schools, Objectives, Organization, Organizational Development, *Student Personnel Services, *Urban Universities

Identifiers—*University of Illinois Chicago Circle

The commuter institute is one to which students commute. The two basic assumptions of this study are: (1) the Chicago Circle campus of the University of Illinois will remain a commuter institution during the decade ahead; and (2) the campus will increasingly serve a more heterogeneous student body. These assumptions have important implications for student services. This document sets up some broad parameters to establish a conceptual base for the various services, to explicate some goals, and to indicate certain improvements needed before attacking the question of organizational alignments. Part 1 deals with the content of the delivery system. Part 2 deals with the structural or organizational issues. (Author/KE)

ED 121 188

HE 007 630

Johnson, Charles And Others

Physical Facilities at North Dakota Institutions of Higher Education. Fall Semester 1974.

North Dakota State School of Science, Wahpeton.

Spons Agency—North Dakota Higher Education Facilities Commission, Bismarck.

Pub Date 74

Note—109p.; Prepared by the Computer Center of North Dakota State School of Science

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Building Improvement, Building Obsolescence, Construction Costs, Construction Needs, *Educational Facilities, *Facility Requirements, Financial Support, *Higher Education, Post Secondary Education, School Construction, School Surveys, *State Surveys, *Statistical Data, Tables (Data)

Identifiers—*North Dakota

All physical facilities used by institutions of post-secondary education in the state, including both public and private colleges and universities, are inventoried. The survey was undertaken as a

first step in comprehensive planning on a state-wide basis. Tabular data are presented on land, building, and room inventories in Part 1, and on general classification and class laboratory utilization in part 2. Information reported includes details on value, areas covered, building permanence, building funds, space per student, inside area by primary room function, quality of space, utilization of student stations, and housing facilities. The data are intended for use with enrollment, faculty, curriculum, cost, and similar information to aid in the orderly development of quality education programs. This will allow the North Dakota Higher Education Facilities Commission to establish building priorities based on reliable and comparable data as well as give the Office of Education an indication of future building needs in the state. More efficient use of local, state, and federal tax dollars should result. (LBH)

ED 121 189

HE 007 632

Blackburn, Richard

College and University Support of the Professional Touring Performing Arts.

Association of Coll. Univ. and Community Arts Administrators, Inc., Madison, Wis.

Pub Date 74

Note—48p.

Available from—Association of College, University and Community Arts Administrators, Inc., P.O. Box 2137, Madison, Wisconsin 53701 (\$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cultural Enrichment, Dance, *Financial Support, *Fine Arts, *Higher Education, Music, Questionnaires, School Surveys, *Statistical Analysis, Statistical Data, Tables (Data), Theater Arts

Beginning as a pilot study in the spring of 1973, this analysis developed into a full study whose purpose was to determine how much of a financial subsidy the institutions of higher education do provide to the professional touring performing arts. The magnitude of expenditures as well as a measure of subsidies provided by sponsoring institutions is revealed. Data gathered from a questionnaire survey of ACUCA member campuses during the year July 1, 1972 to June 30, 1974 focused on these art forms: symphony, chamber music, ballet, theatre, vocal recitals, instrumental recitals, contemporary dance, and opera and choral programs. Such programs as rock groups, big name entertainers, folk and jazz presentations were excluded. Three areas of interest were defined: direct program costs, indirect program costs, and income. Results of colleges and universities are a substantial part of the total market for the classical, touring performing arts. It is shown that 2597 performances were presented on 194 campuses, for an average of 13.39 performances per campus. Recommendations are made for increasing support. (LBH)

ED 121 190

HE 007 633

Geographic Origins of Students, Fall 1974. Report Number 2-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Jan 76

Note—290p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Colleges, Foreign Students, *Geographic Location, Geographic Regions, Graduate Students, *Higher Education, *Institutional Research, Part Time Students, *Students, *Surveys, Tables (Data), Undergraduate Students, Universities

Identifiers—State University of New York

Since 1968, the Central Staff Office of Institutional Research of the State University of New York has conducted an annual survey of the geographic origins or permanent residences of all credit course students attending institutions of the State University of New York. This report covers the fall 1974 term. Tables contain: (1) summary data for the entire State University system of student origins by institutional type and individual institution; (2) a listing at each institution showing the number of students at that institution from each New York county, other states, and foreign countries; (3) a listing for each state institution showing the number of students by New York county, other states, and foreign countries; and (4) percentage trends of information on the permanent residence of full-time students from 1959 through 1974. (Author/KE)

ED 121 191

HE 007 636

Sherman, Charles

Study of Medical Education: Interrelationships Between Component Variables.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—81p.; Prepared by Division of Operational Studies

Available from—Association of American Medical Colleges, division of Operational Studies, One Dupont Circle, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Health Occupations, *Higher Education, *Medical Education, *Medical Research, Medical Students, Methods Research, Preventive Medicine, *Research Criteria, Research Methodology, Research Proposals, School Surveys, *Statistical Analysis

AAMC data describing medical education institutions were analyzed in order to raise researchable questions for subsequent examination. A suitable multivariate method was selected and its applicability tested. The method chosen was multiple factor analysis, which analyzes the pattern of correlations among large sets of variables. Variables were organized into categorical subsets to describe four conceptual components of medical education: faculty, curriculum, student, institution. Factor analysis was performed on each of the four sets and used to select descriptive variables that are representative of the dimensions of institutional variation in each educational component. The relationships of variables within components were discussed. The representative variables from the four educational components were merged and analyzed as one set. Apparent relationships among variables from separate components were described. Questions of potential interest were presented which address substantive issues, the quality of the data and possible effects of the method on the results. These questions or hypotheses may serve to guide the selection and design of focused research studies. (Author/LBH)

ED 121 192

HE 007 639

Chmaj, Betty E.

Image, Myth and Beyond. American Women and American Studies. Vol. 2.

Pub Date 72

Note—396p.; Not available in hard copy due to marginal reproducibility

Available from—Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, American Literature, Art, Books, *Females, *Feminism, Films, *Higher Education, History, Humor, *Sex Discrimination, Womens Education, *Womens Studies, Women Teachers, Working Women, World Literature

The status of American women and women's studies are described. Part 1 of the report covers the status of women in universities and the professions. Part 2, on courses and programs, deals with course syllabi and commentary, programs of women's studies courses at specific institutions, continuing education programs, and a women's history research center. Images and myths concerning colleges and women are examined in Part 3. Specific issues addressed include: official positions toward women, the women's liberation movement, female instructors, the concept of women in literature, women in American history, film stereotypes, stereotypes in comic books, and images of women in nineteenth and twentieth century art. (LBH)

ED 121 193

HE 007 640

Weinstock, Ruth

British Open University: Media Used in Context.

Educational Facilities Labs., Inc., New York, N.Y.; Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 75

Note—7p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n2:3/5 Apr 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Academic Achievement, Cost Effectiveness, *Curriculum Development, *Educational Innovation, *External Degree Programs, *Higher Education, Independent Study, Instructional Innovation, *Media Selection, Progressive Education

Identifiers—*Open University

The experience of an open university with the uses of technology in higher education is documented. The emphasis is on its exemplary use of educational technology in context. Examination of the details of how the Open University employs media to serve a large dispersed student body may benefit others who plan to expand or modify their own uses of educational technology. Details are given on traditional and innovative curricula, study materials and support activities, local study centers, teachers and course production, the integration of the media, student performance, central university facilities, and costs. Certain features considered to be significant factors in the success of the university are outlined along with existing or potential problems. (Author/LBH)

ED 121 194 HE 007 641

Lyddy, James P.

Statewide Planning and the Private Sector.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 75

Note—5p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n2:1/5 Apr 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Support, Cooperative Planning, *Educational Economics, *Educational Planning, Educational Strategies, *Higher Education, Private Colleges, *Private Financial Support, State Government, State Programs, *Statewide Planning, Universities

Identifiers—*1202 Commissions

Private colleges and universities are now under pressure from many directions. The potential benefits of statewide planning agencies in building cooperation between the public and private sectors of higher education are examined. This compendium of suggestions for finding alternatives to often wasteful competitive relationships is drawn from a doctoral dissertation. It is suggested that the 1202 Commissions offer a potential mechanism for aiding both private institutions which continue to prosper and those which are struggling to remain viable by meeting new educational needs through a redefinition of their goals and operating assumptions. (Author/LBH)

ED 121 195 HE 007 642

Gross, Ronald

Instructional Unit Offers Ideas Not Hardware to Spur Change.

Educational Facilities Labs., Inc., New York, N.Y.; Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 75

Note—5p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n3:3/5 Jun 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Course Content, *Curriculum Development, Curriculum Research, *Curriculum Study Centers, *Educational Innovation, Flexible Scheduling, *Higher Education, *Instructional Innovation, Program Evaluation, Relevance (Education)

Identifiers—Center for Instructional Development, *Syracuse University

Fourth in a series of profiles documenting the practices of 24 institutions, this report describes Syracuse University's Center for Instructional Development, which spearheads the campus-wide determination to find better ways of teaching and learning. The Center relies not on hardware but on the force of its ideas and the willingness of the university to support them. Projects range from the redesign of entire courses to the curriculum of an entire program such as music education. The Center's role illustrates the benefits of an "instructional design team" approach. An addi-

tional role in providing a campus climate in which radical innovation can occur is illustrated by the way the registrar's office has responded to the need for more flexible recordkeeping. The Center's services are provided at no charge to individual departments and schools of the university to encourage maximum efforts to improve instruction. Organizationally, it consists of six units: Development; Research and Evaluation; Project Advance; Graphics and Printing; an Independent Learning Laboratory; and Test-Scoring and Evaluation. The Center's record of accomplishment seems to have made it an established part of the academic administration. (LBH)

ED 121 196 HE 007 643

Bowen, William G.

Higher Education and the National Economy.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 75

Note—5p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n3:1/5 Jun 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Budgeting, Business Cycles, *Economic Climate, Educational Administration, *Educational Economics, *Educational Finance, Expenditures, *Financial Problems, *Higher Education, Operating Expenses

Identifiers—*Higher Education Price Index

The effect of inflation and recession on the budgets and character of academic institutions is examined. The seriousness of the problem is emphasized, and the rising costs are discussed in terms of the Higher Education Price Index (HEPI) constructed by Halstead. It is based on a detailed breakdown of expenditure categories and is the least dependent on ad hoc weighting systems. The HEPI's shortcomings are evaluated, such as the fact that it is dominated by movements in its treatment of fuel costs, and its consideration of salary policies and other budgetary decisions in colleges and universities. It is noted that what has made the recent inflation so destructive is that it has not been accompanied by any of the offsets that could be expected, such as rising levels of money income and rapid increases in the revenues received by federal and state governments. The problems associated with economic realities facing universities and their high academic expectations are assessed. (LBH)

ED 121 197 HE 007 644

Stark, Joan S.

The New Consumerism in Higher Education.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 75

Note—5p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n3:5/5 Jun 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Clearinghouses, *Consumer Economics, *Consumer Protection, *Educational Economics, Educational Finance, Federal Aid, Federal Programs, *Higher Education, Post Secondary Education, Recruitment, School Surveys, *State Standards, Teacher Promotion

Consumer dissatisfaction is discussed as a force affecting traditional assumptions and operating procedures in many areas of society. It is noted that all levels of government are now considering proposals for increased regulation of postsecondary education. The alternative of self-regulation is suggested, and the principal higher education practices criticized by students and consumer advocates are examined. Examples are taken from areas in which most well-intentioned institutions can improve, including recruitment and promotion procedures, financial policy, and the academic program. The obligation of institutions to offer adequate career preparation is also considered. Additional proposals for state and federal regulation have been made: publication of attrition rates and reasons for attrition; publication of federal loan default rates; public disclosure of full reports by accreditation agencies; publication of a

prospectus about each institution; establishment of a clearinghouse which would maintain comparable information about all institutions; and establishment of a second clearinghouse which would maintain information on complaints which have been registered. (LBH)

ED 121 198 HE 007 645

Smith, Ralph Lee

Teaching by Cable: The Experience of One University.

Educational Facilities Labs., Inc., New York, N.Y.; Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Aug 75

Note—9p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n4:2/5 Aug 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *Audiovisual Instruction, *Cable Television, Community Antennas, Cost Effectiveness, *Educational Television, *Higher Education, *Instructional Innovation, Program Evaluation, School Community Relationship, State Universities, Student Evaluation, Teaching Procedures

Identifiers—*Oregon State University

The use of cable television at Oregon State University is described in the sixth of a series of profiles that will document the experiences of 24 institutions. Implementation of the technology is reviewed, as well as methods by which the educational needs of the university were met by it. Inducements for the cable operator are cited. In the early years of the cable program, a number of courses were offered simultaneously in televised and conventional classroom form, which offered an opportunity to compare the achievement of students in the two settings. Benefits of the cablecasting program are described, such as: easy use of audiovisuals, increased innovation, small closed circuit users, and impact on university-community relations. Some disadvantages and problems are mentioned, but it is also noted that the cablecasting operation results in substantial savings for the university. Suggestions for implementing such a program are offered. (LBH)

ED 121 199 HE 007 646

Hazard, Sprague W.

Planning Campus Health Care Services 1.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 75

Note—5p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00)

Journal Cit—Planning for Higher Education; v4 n2:4/5 Apr 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Consumer Economics, Contraception, Disease Control, Health Insurance, *Health Needs, *Health Programs, *Health Services, *Higher Education, Mental Health Clinics, Primary Health Care, Sexuality, Venereal Diseases, Workshops

New trends in campus health care delivery were discussed at a workshop in Chicago sponsored by the Society for College and University Planning on January 30-31, 1975. Consideration was given to the repercussions of strong consumer demands for broader and more accessible health services, the emergence of health maintenance organizations, and concerns for improved campus/community relations. Focus in this article taken from that workshop is on the organizational and personnel considerations involved in establishing a comprehensive health care service. Specific mention is made of institutional goals, utilization of facilities, service and student expectations, mental health care, the need for gynecological services (including contraception and treatment of infectious disorders), and the overall advancement of personal growth and development of the student through preventive and therapeutic care. (Author/LBH)

ED 121 200 HE 007 647

Douglas, Bruce L.

Planning Campus Health Care Services 2.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 75

Note—5p.

Available from—Society for College and University Planning, 3 Washington Square Village, Suite 1-A, New York, New York 10012 (\$1.00).

Journal Cit—Planning for Higher Education; v4 n2:5/5 Apr 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Consumer Economics, Dental Health, Health Insurance, *Health Personnel, *Health Programs, *Health Services, *Higher Education, Mental Health, *Preventive Medicine, Psychiatric Services, Rehabilitation, School Community Relationship, Workshops

In a context of forecasts of major changes for America's entire health care system, colleges and universities are exploring the implications of new trends in campus health care delivery. On January 30-31, 1975, the Society for College and University Planning sponsored a workshop on "Campus Health Care Services" in Chicago to discuss such issues as the repercussions of strong consumer demands for broader and more accessible health services, the emergence of health maintenance organizations, and concerns for improved campus/community relations. This article taken from that workshop surveys the types of treatment and programs required on campuses. The advantages of integrating the entire health care system into the basic structure of the institution are emphasized. Special mention is made of early detection programs, costs of health treatment, rehabilitation programs, psychiatric help, dental care, health insurance programs, and staffing and financing of health services. (Author/LBH)

ED 121 201

HE 007 648

Soedjatmoko

Some Thoughts on Higher Education. Occasional Paper No. 15.

International Council for Educational Development, New York, N.Y.

Pub Date Mar 75

Note—30p.

Available from—International Council for Educational Development, 680 Fifth Avenue, New York, New York 10019

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Cultural Awareness, Developing Nations, *Educational Objectives, *Educational Responsibility, Educational Sociology, Employment Potential, *Higher Education, *Interdisciplinary Approach, Job Training, Personal Growth, *Relevance (Education), Social Factors, Speeches

The role of the university in national development, the relationship between undergraduate and graduate instruction, the value and place of interdisciplinary studies, and the interconnections between academic objectivity and moral purpose are discussed. The paper was delivered for an Indonesian audience but universal problems are addressed. Further consideration is given to equity and employment, development of regional universities, problem oriented education, curriculum reform, citizen employability, and the learning capacity of a nation. (LBH)

ED 121 202

HE 007 649

Spray, Thomas

Profile Survey 6, 1974-1975 Season.

Association of Coll., Univ. and Community Arts Administrators, Inc., Madison, Wis.

Pub Date 75

Note—88p.

Available from—Association of College, University and Community Arts Administrators, Inc., Box 2137, Madison, Wisconsin 53701 (\$7.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Colleges, *Cultural Enrichment, Dance, Financial Needs, *Financial Support, *Higher Education, Music, *National Surveys, School Surveys, Statistical Surveys, Tables (Data), *Theater Arts, Universities

The programming and funding of the professional touring performing arts by college, university and community arts organizations during the 1974-75 season was surveyed in a sixth report since 1965. The study seeks to provide national benchmarks from which the individual arts administrator can make local comparisons. From the 174 responding sponsors, 3,211 performances of 12 different fine arts and popular program types were presented. On an extrapolated basis, 23.5 percent of the direct costs of presentation

must be found from sources other than ticket sales. It is noted that this need for subsidy does not include the figures for essential support services, such as salaries and wages, fringe benefits, utilities, and maintenance. The sources for subsidy were shown to have shifted slightly on campuses; there was a slight increase in ticket sales and administrative or institutional funding. There was a definite increase in funding from state and federal arts agencies for programs sponsored by the schools and some favorable and probable reasons for that support are discussed. The majority of institutions/organizations rely on group processes to either help make or actually make the programming decisions. (Author/LBH)

ED 121 203

HE 007 651

Bogue, E. G.

The Best and Most Philosophical Invention of the Human Mind—Its Administrative Use.

American Council on Education, Washington, D.C. Academic Administration Internship Program.

Pub Date Mar 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Principles, *Administrator Characteristics, *Administrator Role, *Educational Objectives, Educational Quality, *Higher Education, Leadership Qualities, Leadership Responsibility

Colleges should be administered by educators. An academic administrator insensitive to educational purpose and process is destined for failure. Failure is also the probable destiny for the academic administrator whose performance is not anchored in the concept sense of administration. The mastery and artistic application of major administrative concepts enable us to avoid managerial mechanics and administrative clucking, to establish an administrative competence that both facilitates and inspires the work of colleges. These are major obligations of administration. The times incline us toward pessimism and negativism. But this is precisely when we need the unique act of administrative leadership. (Author/KE)

ED 121 204

HE 007 652

Nelson, Conny E.

The Implementation of Long Range Academic Planning Practices at a State University: A Case Study.

Pub Date Apr 74

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Education, Case Studies (Education), *Educational Planning, *Higher Education, *Master Plans, Policy Formation, *Program Planning, *State Universities, Systems Approach

Identifiers—*University of Wisconsin Green Bay
 In 1972 each campus of the University of Wisconsin system was directed to develop a 10-year academic plan by the end of 1973. The response of UW-Green Bay to this mandate is presented, with special reference to the preplanning activities at the system level, and to the organization and implementation of comprehensive planning procedures at the campus level. (Author)

ED 121 205

HE 007 654

Innovative Graduate Programs Directory. August 1975.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Aug 75

Note—108p.

Available from—Learning Resources Center, Empire State College, Saratoga Springs, New York 12866 (\$3.25)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Colleges, Degree Requirements, *Directories, Doctoral Programs, *Educational Innovation, *Graduate Study, Guides, *Higher Education, Indexes (Locators), *School Surveys, Special Degree Programs, Universities

Forty-eight colleges and universities and their 140 degree programs are described in a compilation derived from catalogs, task force reports, and other sources. Criteria identified as necessary for establishment of an innovative graduate program include: significant student participation in degree program planning; abolition of formal residency requirements; accreditation of prior learning experiences; wide use of internships,

work-study, practicums, etc.; emphasis on independent, individualized study; commitment to interdisciplinary/interdepartmental programs; generally liberalized grading and degree requirements; and/or a noticeable shift from studies in traditional academic disciplines to more career-oriented, public service type programs. Schools are listed in alphabetical order, and a subject index is included that lists each graduate program field. (LBH)

ED 121 206

HE 007 656

Twelfth Annual Report and Recommendations of the Maryland Council for Higher Education.

Maryland Council for Higher Education, Annapolis.

Pub Date 76

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Administration, *Annual Reports, *Educational Finance, Enrollment Rate, Equal Education, Facilities, *Higher Education, Post Secondary Education, State Aid, *State Boards of Education, *Statewide Planning, Tables (Data), Trend Analysis

Identifiers—*Maryland

This twelfth annual report of the Maryland Council for Higher Education reports on its activities, the progress and results of studies undertaken in 1975, and recommendations for the improvement of higher education in the state. During the past year, the Council completed a study on veterinary medical education and currently has in progress studies on optometric education, legal education, criteria for designating an institution as a university, institutional satellite programs, and a comprehensive study of financing higher education. The Council also has completed the desegregation of the public post-secondary institutions in the state. Recommendations are presented relative to the structure and governance of higher education. The Council recommends that the level of state support for higher education in Maryland needs to be increased but also asks the institutions to bring about every economy possible without jeopardizing quality in order to cut costs. (Author/KE)

ED 121 207

HE 007 658

1973-74 Administrative Compensation Survey. California Univ., Berkeley. Management Analysis Group.

Spons Agency—College and Univ. Personnel Association, Washington, D.C.

Pub Date Mar 76

Note—139p.

Available from—College and University Personnel Association, Suite 525, One Dupont Circle, Washington, D.C. 20036 (\$7.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Budgeting, Colleges, Community Colleges, Fringe Benefits, *Higher Education, Junior Colleges, Post Secondary Education, *Salaries, Salary Differentials, *Surveys, *Tables (Data), Universities

This survey attempts to: (1) determine salaries being paid to the incumbents of 46 selected professional administrative positions in higher education; (2) determine the nature and dollar value of noncash and total compensation afforded 30 of the 46 reported positions; (3) investigate the compensation relationships among positions and between positions and selected indicators of institutional identity, resources, size, and complexity. Public institutions comprise 60 percent of the respondents included in the study; senior colleges account for 40 percent of the respondents; universities for 26 percent; and junior colleges for 34 percent. Presented is a survey of current administration compensation in postsecondary educational institutions in the United States. It also contains helpful instructions. (Author/KE)

ED 121 208

HE 007 659

Miller, James L., Jr. And Others

Higher Education in the State of Shawnee: A Case Study.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 15 Apr 75

Note—79p.

Available from—Center for the Study of Higher Education, University of Michigan, Ann Arbor, Michigan 48104 (\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, *Educational Development, Educational Finance, Educational Planning, Educational Policy, Enrollment, *Government Role, *Higher Education, *Policy Formation, Post Secondary Education, Public Policy, Statewide Planning

The State of Shawnee Case Study is designed to focus discussion on issues relating to the current period of selective growth and contraction in postsecondary education that is euphemistically referred to as the "steady state." The study is in two parts: (1) background information on the fictional state of Shawnee and the critical contemporary issues that are raised; and (2) a focus on the activities of a new governor who assumes office armed with an agenda for action. The experiences of Shawnee institutions and of the Shawnee Higher Education Commission are based on, or suggested by, actual situations in numerous states. (Author/KE)

ED 121 209 HE 007 662

Johnson, Davis G. Dube, W.F.
Descriptive Study of Medical School Applicants: 1974-75.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—93p.; Some tables may not reproduce clearly; Prepared by Division of Student Studies

Available from—Association of American Medical Colleges, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Standards, *Admission (School), Career Planning, Demography, Enrollment, Females, Grade Point Average, *Higher Education, *Medical Schools, *Medical Students, Minority Groups, School Surveys, *Statistical Data, Student Application, Tables (Data)

Tabular data are presented which indicate substantial increases in numbers of medical schools, applicants, applications, and new entrants from 1970-71 through 1974-75. It appears that the rates of increase have been declining somewhat since 1972-73. Substantial increases have been found among female and minority group applicants and acceptees. The quality of the applicant pool, as measured by MCAT scores and by undergraduate college grades, continues at a very high level and has shown less changes over the years under study. Major exceptions have been gains in the science subset of the MCAT and in the proportion of admitted students with "A" average. It is concluded that the number of applicants may be starting to level off, but that the admission process at U.S. medical schools promises to continue to be a voluminous, expensive, and important activity. Each of the 25 tables is accompanied by descriptive commentary and deals with four major headings: applicant and application activity, academic background, demographic information, and career plans. (Author/LBH)

ED 121 210 HE 007 668

Weart, Harry W.
Strategies in the Management of Tenure Fraction.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age, Contracts, *Educational Administration, *Higher Education, *Job Tenure, *Mathematical Models, *Teacher Employment, Teacher Morale, Teacher Placement, Teacher Recruitment

Identifiers—*Tenure Fraction

Tenure fraction has become recognized as an important factor to be taken into account in the administration of institutions of higher education, but there is danger that pursuit of lower fractions per se may lead to actions that unnecessarily weaken the institution or its educational programs. With the aid of an extremely simple mathematical model of a faculty of constant size, five common methods of affecting tenure fractions are found to rank in decreasing order of effectiveness approximately as follows: reduction of the fraction of nontenured faculty granted tenure, delay in awarding tenure, increase in the average age of hiring nontenured faculty, reduction of the mandatory requirement age, reduction of the

fraction of direct appointment to tenure. The institutional flexibility gained by a reduction in tenure fraction may be accompanied by substantial advantages such as enhanced competence of the faculty, but offsetting short-term or long-term costs may be incurred in terms of money, faculty morale, and ability to attract the desired kind of new faculty members, unless the methods chosen are carefully matched to the goals of the institution. Before the general policies for the institution can be applied to its component parts, attention must be given to such special situations as small size, student enrollments, or a fast-changing body of knowledge. (Author)

ED 121 211 HE 007 669

Tom, F. K. T. Cushman, H. R.

The Cornell Diagnostic Observatory and Reporting System for Student Description of College Teaching.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date 75

Note—29p.

Journal Cit—Search Agriculture; v5 n8 Entire Issue 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, *College Teachers, Computer Programs, Educational Diagnosis, Educational Objectives, *Higher Education, *Instructional Innovation, Program Development, School Surveys, Student Opinion, *Student Teacher Relationship, Teacher Behavior, Teaching Models

The development of an innovative approach to the improvement of college teaching is described. The main objective was to develop a practical diagnostic observation and reporting system for student description of college teaching. A total of 120 professors participated in identifying seven general teaching objectives considered satisfactory for describing undergraduate course objectives. Data were also collected from 402 instructors and 12,792 students at 10 agriculture colleges in the Northeast to determine the correlations between the presence of 45 low-inference teaching behaviors and the degree of student achievement as measured by students' ratings of their progress on each of the seven general teaching objectives. The findings show that 28 specific, low-inference, observable teaching behaviors correlated at the level of .48 or higher with student achievement on one or more of the general teaching objectives and were classified by the researchers as effective at the college level. Four main products were generated by the study: an Instructor Form, a Student Form, a computer Instructor's Printout, and the required computer programs for use in processing the data on standard electronic equipment. These products are applicable for staff development programs. (Author/LBH)

ED 121 212 HE 007 671

Dobbert, Daniel J.

Experiences with, and Assessment of, Competency-Based Curriculum in Disciplines Outside of Pharmacy.

Pub Date 75

Note—26p.; Paper presented for the American Association of Colleges of Pharmacy, Charles Bliven Seminar (Kiamasha Lake, New York, July 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum Development, *Educational Assessment, *Educational Needs, *Evaluation Criteria, *Higher Education, Instructional Improvement, Models, *Performance Based Education

Using a three-part definition of Competency Based Education (competency identification, criteria level, and assessment), five steps for a competency based program development model are proposed and discussed. The steps are: (1) assess the need for such a program, specify the role or performance to which it will be directed and probable characteristics of the program; (2) determine the competencies necessary for competent performance; (3) prepare assessment procedures for the competencies; (4) develop instruction and instructional assessment intended to teach the competencies and measure performance of instruction; and (5) maintain the program through reassessment of competencies, criteria level, instruction, assessment procedures, and need for its existence. (Author/KE)

ED 121 213

HE 007 673

Sedlacek, William E.

Variables Related to Increase in Medical School Class Size.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—54p.; For related documents, see HE 007 674-675

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Standards, Educational Economics, Faculty, *Higher Education, *Medical Education, *Medical Schools, *Policy, Research, *School Size, Statistical Data, Student Financial Aid, Tables (Data)

This document divides a cluster of medical schools into seven groups based on percent change in entering class size from 1970-71 to 1973-74. These groups were then used to analyze differences between schools of differing class-size change patterns for 307 variables drawn from the Institutional Profile System of the Association of American Medical Colleges. The results indicated significant differences for 36 of the 307 variables analyzed. Schools that increased class size the most and least had much in common. They tended to be newer, smaller schools, employing more volunteer faculty. However, the schools that changed the least were slightly older than the schools increasing rapidly and the differences between the two seemed to be financial. The schools that changed the least tended to provide less student aid and have relatively fewer research funds. (Author/KE)

ED 121 214 HE 007 674

Descriptive Study of Enrolled Medical Students, 1974-75.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—40p.; For related documents, see HE 007 673-675

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Comparative Analysis, Family Characteristics, Family Income, Females, Foreign Students, Geographic Distribution, *Higher Education, Males, *Medical Students, Parental Background, Parent Education, Private Colleges, Racial Characteristics, State Universities, Statistical Data, *Student Characteristics, *Tables (Data)

This report provides statistical information and commentary about 53,554 medical students who were enrolled in the 114 U.S. medical schools during the school year 1974-75. It is the product of a comprehensive national study that is focused specifically on describing in detail the characteristics of enrolled medical students in all U.S. medical schools during a given academic year. Two approaches for analyzing and presenting the data were employed: (1) by class level, and (2) by control of medical school (i.e., public or private). Tables cover the distribution of medical students by: (1) school, sex, and class level; (2) racial/ethnic self-identity; (3) geographic origin (for foreign medical students); (4) family income; (5) father's occupation in comparison with occupational distribution of employed males 40 years old and over. (Author/KE)

ED 121 215

HE 007 675

Lambdin, Julie A.

Survey of How Medical Students Finance Their Education, 1974-75.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Dec 75

Note—143p.; For related documents, see HE 007 673-674

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Educational Finance, Family Characteristics, Family Income, *Financial Support, Geographic Distribution, *Higher Education, Income, Marital Status, *Medical Education, *Medical Students, Statistical Data, Student Characteristics, Student Costs, Student Loan Programs, Tables (Data)

During the 1974-75 school year, a survey of medical students was conducted by the Association of American Medical Colleges to investigate how medical students are currently financing their medical education. This document describes the findings regarding medical students' finances for the 1974-75 academic year and compares the results with those of similar surveys conducted in 1968 and 1971. The sample for the 1974-75 survey consisted of students from 110 of the 114 U.S. medical schools. Data shown in the tables are based on a representative national sample. Tables cover: (1) background characteristics; (2) average annual expenses; and (3) sources of income. A comparison of selected data for this sample, the nonmonitored questionnaires in the national sample, the complete national sample, and the total data base are given in the appendix. (Author/KE)

ED 121 216 HE 007 676

Atlesck, Frank J. Gombert, Irene L.
Health Research Facilities: A survey of Doctorate-Granting Institutions.
American Council on Education, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—HEPR-28; SRS-7517251

Pub Date Feb 76

Note—24p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Construction Costs, *Doctoral Programs, Educational Facilities, Facility Expansion, Facility Planning, *Facility Requirements, Financial Problems, *Health Occupations Centers, *Health Occupations Education, *Higher Education, Medical Education, Medical Schools, National Surveys, School Surveys

The survey data cover three broad categories: (1) the status of existing health research facilities at doctorate-granting institutions (including their current value, adequacy, and condition); (2) the volume of new construction in progress; and (3) the additions to health research facilities anticipated during the next 5 years (1975-80). Supplementary comments submitted by institutional representatives are included. It is noted that academic institutions are under substantial pressure to expand their existing facilities to meet current and anticipated health research needs. Such expansion is viewed by the survey respondents as necessary to (1) improve quality and opportunity for research, (2) attract and retain faculty, and (3) further develop graduate programs in the health sciences. Immediate problems noted include inflationary costs; obsolete apparatus; dependence on large amounts of leased, rented, or temporary space; need to upgrade facilities to meet new federal standards; and lack of funds for planning. Despite these and other constraints, many institutions anticipated fairly significant capital improvement programs, specifically in cancer and environmental research, biomedical engineering, and in research demanding animal care facilities, as well as in broader health science areas. (LBH)

ED 121 217 HE 007 678

Persisters and Withdrawals: An Analysis of the Differences.

Research Medical Center, Kansas City, Mo. School of Nursing.

Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, College Entrance Examinations, Dropouts, Grade Point Average, Grade Prediction, *Higher Education, Medical Education, *Nursing, *Persistence, Predictive Measurement, Student Evaluation, Student Interests, *Student Motivation, Superior Students, *Withdrawal

Identifiers—*University of Missouri Kansas City

In a study of ways to improve the quality of education offered by the School of Nursing and to provide a data base for future studies, the reasons for persistence or withdrawal of the Class of 1975 are examined. The variables examined included: high school rank, University of Missouri-Kansas City grade point average, and the academic and nonacademic measures on the Psychological Corporation's Entrance Examination

for Schools of Nursing. The persisters group was composed of 61 members of the class; the withdrawal group, 24 members. There was no significant difference in average high school rank between the groups. The persisters had a significantly higher UMKC grade point average and significantly higher mean scores on two of the seven measures of academic ability on the Psychological Corporation exam. The discriminant function significantly differentiated between members of the criterion group (Class of 1975) and the cross-validation group (Class of 1976). In general, the results tended to support previous studies regarding the use of measures of academic achievement/ability in predicting success, or persistence in school, but the results did not support previous findings based on the use of measures of nonacademic variables. Recommendations are offered. (Author/LBH)

ED 121 218 HE 007 679

Stauffer, Thomas M., Ed.
Higher Education Condensed.

American Council on Education, Washington, D.C. Academic Administration Internship Program.

Pub Date Jul 75

Note—68p.

Available from—Academic Administration Internship Program, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$2.75)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrator Role, Collective Bargaining, College Deans, *Educational Administration, Educational Finance, Field Experience Programs, *Higher Education, Institute Type Courses, *Internship Programs, Leadership, Legal Problems, Policy Formation, Political Influences, Presidents, *Seminars, Trainees

Identifiers—*Academic Administration Internship Program

The results of three week-long seminars attended by the decennial Academic Administration Internship Program class are presented in digest form. Major themes in higher education were surveyed to help the fellows establish agendas, and emphasis was narrowed to permit concentration on fiscal matters and statewide coordination, as well as higher education policy making at the national level. At each seminar, major figures in higher education served as faculty. Summaries of the sessions are given which deal with academic administration, presidencies and deanships, teaching and the curriculum, higher education politics and policies, and special topics, such as legal issues, collective bargaining, state coordinating agencies, assertive leadership, and financing. (LBH)

ED 121 219 HE 007 681

Beazley, Richard M.
Numbers of Employees in Institutions of Higher Education, Fall 1972. NCES 76-115.

National Center for Education Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—NCES-76-115

Pub Date 76

Note—330p.; Not available in hard copy due to small type of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Employment Trends, Females, Geographic Distribution, *Higher Education, Males, Manpower Utilization, *Nonprofessional Personnel, *Professional Personnel, Questionnaires, Statistical Data, Surveys, *Tables (Data)

Identifiers—HEGIS, *Higher Education General Information Survey

The data presented are from the Higher Education General Information Survey (HEGIS) conducted by the National Center for Education Statistics in fall 1972. The number of full-time, part-time, and full-time-equivalent professional employees are presented by occupational activity and program function. The numbers of full-time, part-time, and full-time-equivalent nonprofessional employees are presented by program function. Survey questionnaires were mailed to the 2,680 institutions in higher education in the 1972-73 academic year with a 90.3 percent

response rate. Some findings are: (1) 1,558,786 persons are employed in institutions of higher education, of whom 1,159,452 were on a full-time basis; and (2) professional employees represented 56.9 percent (887,165) of total employment: 613,145 on a full-time basis, and 274,020 part-time. (Author/KE)

ED 121 220 HE 007 688

Williamson, J. Peter
Funds for the Future. Report of the Twentieth Century Fund Task Force on College and University Endowment Policy.

Twentieth Century Fund, New York, N.Y.

Pub Date 75

Note—215p.

Available from—Scholarly Books Division, 26th Floor, 1221 Avenue of the Americas, New York, New York 10020

Document Not Available from EDRS

Descriptors—Accounting, Educational Economics, Educational Objectives, Evaluation, *Financial Policy, *Financial Support, *Higher Education, Investment, Management, Planning, *Private Colleges, *Private Financial Support

The Task Force on College and University Endowment Policy examines endowment policy in a broad context. They feel that it is important to preserve private colleges and universities and develop a sense of mission about how best to pursue this objective. The Task Force reviews policy issues faced by managers of endowment funds for institutions of higher education and makes recommendations for reaching decisions on endowment objectives and for dealing with investment problems. They recommend limited expenditures from endowment income to no more than 5 percent per year, with the balance of any earnings to be reinvested for the future. The Task Force also urges retention of professional investment advisors and observes that over the long run, equities and equity related investments will provide greater return in real terms than bonds and other fixed income investments. (Author)

ED 121 221 HE 007 693

East Carolina University 1973-75 Faculty Manual.
East Carolina Univ., Greenville, N.C.

Pub Date 73

Note—165p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Administrative Organization, *Administrative Policy, Administrator Responsibility, *College Faculty, Educational Objectives, Faculty Organizations, Faculty Promotion, Fringe Benefits, Governance, *Higher Education, Instructional Staff, Job Tenure, Noninstructional Responsibility, *Personnel Policy, Salaries, *State Universities

Identifiers—East Carolina University, *Faculty Handbooks

The 1973-75 faculty handbook provides faculty members with a ready reference to established policies and procedures at East Carolina University. The manual details the purpose and objectives of the University individually and as part of the North Carolina University system; the organization and administration; the policy making process and machinery; the lines of authority and responsibility; the responsibilities of key officers; and the operation of faculty organizations. The academic information section outlines the academic policies and procedures; instructional facilities; and evaluation of students. The guide also includes the university's personnel policies regarding such things as appointments, promotions, tenure, salaries, fringe benefits, and facilities and services available to faculty. The final section provides information on the student personnel program. (JMF)

ED 121 222 HE 007 724

Young, D. Parker, Ed.
Higher Education: The Law and Constructive Change.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date Jun 75

Note—74p.; Proceedings of a conference on "Higher Education: The Law and Constructive Change." (Athens, Georgia, June, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Responsibility, *Change Agents, Civil Rights Legislation, Consumer Protection, *Educational Legislation, Federal Aid, Financial Support, *Higher Education, *Laws, *Legal Problems, Private Colleges, State Aid, Teacher Employment

Identifiers—Buckley Amendment

Many changes have taken place on campus due to court decisions, statutes, and accompanying guidelines. This document presents and discusses judicial decisions and trends and their implication for and application to the posture of academic decision making. Discussed is: (1) how colleges and universities, through their catalogs, brochures, handbooks, etc. can possibly be accused of misleading the prospective student; (2) the legal aspects of current student issues; (3) the "Buckley Amendment" as an opportunity for constructive change in higher education; (4) the implications of public support for private higher education; (5) legal issues in faculty employment, ranging from initial employment to dismissal of faculty for reasons of financial exigency, and outlining minimum due process procedures concerning faculty employment; and (6) legal liability, both under civil rights laws and actions in tort. (Author/KE)

ED 121 223 HE 007 725

The Dynamics of Field Instruction: Learning Through Doing.

Council on Social Work Education, New York, N.Y.

Pub Date 75

Note—106p.

Available from—Council on Social Work Education, 345 E. 46th St. New York, New York 10017 (\$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Service Programs, Educational Innovation, *Field Experience Programs, *Higher Education, *Instructional Design, Instructional Staff, Interdisciplinary Approach, *Learning Experience, School Social Workers, Seminars, *Social Work, Students, Teaching Methods, Teaching Models, Team Teaching, Training

Both students and faculty in social work education find field instruction to be both rewarding and puzzling. Unquestionably, much of the genius of social work education has been an intermingling of conceptual and experiential learning. These eleven papers cover experiences in a variety of graduate and undergraduate social work field settings. It examines in detail students in a rural setting, students in a field research project, students in generic field instruction program, students in a community-based practicum, and students in a psychiatric setting. Two seminars are treated—the practice seminar and an interdisciplinary team training seminar. One paper details the development of a field instruction model for social administration and another examines a student-designed practicum. The role strain of both agency-based and school-based field instructors is another subject touched upon. (Author/KE)

ED 121 224 HE 007 745

The State University and Community College

System of Tennessee. Annual Report, 1974-75.

Tennessee State Board of Regents, Nashville.

Pub Date 5 Nov 75

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Accreditation (Institutions), Adult Education, *Annual Reports, *Community Colleges, Educational Finance, Enrollment, Facilities, Faculty, *Higher Education, *State Boards of Education, *State Universities, Statewide Planning, Students

Identifiers—*Tennessee

This annual report of the State University and Community College System of Tennessee covers the period for July 1, 1974 to June 30, 1975. As the third such report, it chronicles the highlights of the State Board of Regents and institutional activities especially in the areas of instruction, public service, continuing education, student life, physical facilities, and fiscal management. Appendices cover: (1) accreditation; (2) enrollment; (3) graduates; (4) faculties; (5) libraries; (6) changes in academic units; (7) joint and cooperative programs; (8) physical facilities; and (9) finance. (Author/KE)

ED 121 225 HE 007 746

Report To Propose Ways of Enhancing the Role and Image of Predominantly Black Public Colleges in Maryland.

Maryland Council for Higher Education, Annapolis.

Pub Date 9 Aug 74

Note—82p.

Available from—Maryland Council for Higher Education, 93 Main Street, Annapolis, Maryland 21401

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administration, *College Role, Community Colleges, Curriculum, *Equal Education, *Higher Education, *Negro Colleges, Post Secondary Education, *State Aid, State Colleges, Tables (Data)

Identifiers—*Maryland

A biracial Task Force, formed by letter of charge from the Chairman of the Maryland Council for Higher Education, held its first meeting at Morgan State College on April 5, 1974. The Task Force heard presentations and received documentation from Bowie, Coppin, and Morgan State Colleges and from the University of Maryland. Members of the staff of the Maryland Council for Higher Education made available much statistical and comparative information about all institutions of higher education in the state. The first conclusion reached by the Task Force was that certain inequities and disadvantages exist and can be attributed to insufficient state fiscal support in terms of per capita wealth coupled with attitudes about all higher education in Maryland. These inequities have been faced particularly by black colleges since their beginnings. However, these colleges were still able to fill the educational need. It is therefore the consensus of the Task Force that a degree of conscientious funding be provided to allow these colleges to further enhance their role and image and to develop internal management systems for keeping up their uniqueness and the further promotion of academic excellence at these institutions. (Author/KE)

ED 121 226 HE 007 754

Summary of Equal Educational Opportunity For Blacks in U.S. Higher Education: An Assessment. Report No. 1. The 1973-74 Academic Year.

Howard Univ., Washington, D.C.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Dropout Rate, *Educational Assessment, Educational Benefits, Educational Finance, Educational Opportunities, *Educational Policy, Equal Education, Equalization Aid, Federal Aid, *Higher Education, Income, *Negro Education, *Negro Students, Student Financial Aid

This report describes the status of blacks in higher education during the 1973-74 academic year and also is a reference work that summarizes data about blacks in higher education in general. Discussed are: (1) problems of the data on blacks in college; (2) access, distribution, and persistence of blacks in college; (3) barriers to equal educational opportunity for blacks; (4) impact of higher education on black income; (5) federal policies related to equal educational opportunity. (Author/KE)

ED 121 227 HE 007 757

Linking Schools and Colleges: An Inventory of Articulation Practices in New York State 1974-75.

New York State Education Dept., Albany. Bureau of College Evaluation.

Pub Date 75

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Admission Criteria, *Articulation (Program), Bibliographies, Counseling, Curriculum, Educational Alternatives, Grades (Scholastic), *Higher Education, *Post Secondary Education, *Program Coordination, Program Descriptions, Program Development, *Secondary Education, Surveys, Transfer Programs, Transfers

Identifiers—*New York

This document draws from an extensive review of articulation practices in schools and colleges in New York State. It summarizes and comments on articulation activities, and describes individual programs. Areas discussed are: (1) acceleration and crediting of college-level study; (2) curriculum articulation; (3) guidance, counseling and advisement; (4) admissions and recruitment practices; (5) basic skills development; (6) programs for "new" student groups; (7) sharing of facilities and services; and (8) formal structures for school-college articulation. A general conclusion was that the barriers between schools and colleges be reduced through a variety of approaches

within institutions, between comparative specialization units of each sector, between individual institutions, and among institutions in a locality or region. Included are: (1) summary tables on crediting practices, perceived needs, and obstacles in school-college articulation; (2) a listing of contract offices in the New York State Education Department; (3) a bibliography of publications pertaining to articulation; and (4) a questionnaire on articulation practices. (Author/KE)

ED 121 228

HE 007 762

Williams, Robert E.

Past, Present, and Future Regionally-Based, State-wide Efforts in Postsecondary Continuing Education in New York State Under H.E.A. I.

Pub Date Oct 75

Note—29p.; Paper presented at the Commissioner's Conference on Non-Traditional Studies (3rd, Syracuse, New York, October 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Education, Development, *Higher Education, Opinions, Post Secondary Education, Program Descriptions, *Regional Cooperation, State Legislation, *State Programs, *Statewide Planning

Identifiers—Higher Education Act Title I, *New York

In 1972, the H.E.A. Title I staff, with the advice and consent of the New York State Advisory Council on Postsecondary Continuing Education, the Board of Regents, and the U.S.O.E., adopted as one of two priorities for a statewide program that of encouraging regional projects in postsecondary continuing education to provide information on: (1) needs and demands of adults in postsecondary continuing education; and (2) resources available from postsecondary continuing educational providers. This document discusses: (1) the historical development of regional efforts in postsecondary continuing education under H.E.A. I; (2) the present status of regional efforts throughout the state; and (3) the intended program emphasis for fiscal year 1976. The expected outcome of regional projects in New York State under Title I is to be a more rational approach to planning and programming for postsecondary continuing education and community service at the state, regional, and institutional levels. (Author/KE)

ED 121 229

HE 007 765

Bordier, G. And Others

Curriculum Revision: A Methodological Approach. Main Conclusions of the Study. Studies in Institutional Management in Higher Education, Université de Paris X-Nanterre.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—49p.

Available from—Organization for Economic Cooperation and Development (OECD), 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Admission Criteria, *Business Education, *Curriculum, Curriculum Evaluation, Degree Requirements, *Economic Education, Employer Attitudes, *Higher Education, *Professional Education, Program Development, Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Teaching

Identifiers—*Université de Paris X-Nanterre

In its unabridged French version this document reviews research resulting from cooperation between university teachers, students, and representatives of industrial and commercial firms in the Paris area. The research was carried out at a period when the aims and organization of higher education in economic science in French universities had become the target of much contradictory criticism and was designed to achieve three objectives: (1) a tentative analysis of the feelings and attitudes of each of the groups concerned (students, teachers, and employers) with regard to the first (license sciences économiques) and the higher degree (Diplôme d'études supérieures ou DES); (2) a survey of the attitudes and preferences of the three groups with regard to any changes likely to be made in the DES in economic science of Paris X-Nanterre, so as to meet their requirements; and (3) the use of

statistical and econometric analysis to permit a methodological confrontation of preferences common to a number of subgroups revealed by the analysis of the data collected. This English version presents conclusions of the study and opinions expressed by students, teaching staff, and employers. (Author/KE)

ED 121 230 HE 007 766

Employees in Colleges and Universities, New York State 1973-74.

New York State Education Dept., Albany. Information Center on Education.

Pub Date [74]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Colleges, *Employees, *Higher Education, Professional Occupations, *Professional Personnel, Tables (Data), *Universities
 Identifiers—*New York

This document gives information on employees in colleges and universities in New York State. Tables cover: (1) number of employees by professional and nonprofessional classification, 1972-73 and 1973-74; (2) number of full-time employees by selected occupational activities and institutional classification, 1972-73 and 1973-74; (3) total number of employees by occupational activity and type of institution, 1973-74; (4) number of employees in public institutions by program function and occupational activity, 1973-74; (5) number of employees in nonpublic institutions by program function and occupational activity 1973-74; (6) total number and full-time equivalent of professional employees by occupational activity and institutional classification, 1973-74; and (7) total number and full-time equivalent of professional employees by program function and institutional classification, 1973-74. (Author/KE)

ED 121 231 HE 007 767

Rodwell, David, Ed. And Others

Environment, People, and Culture. New Mexico State University: A Land-Grant Institution. Vol. 1, Parts 1 and 2.

New Mexico State Univ., Las Cruces.

Pub Date Nov 70

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Agriculture, College Environment, *College Role, *Educational Objectives, Environmental Education, Family Life Education, Fine Arts, *Higher Education, *Intellectual Disciplines, *Land Grant Universities, Physical Education, Research, Social Studies, Speeches, Teacher Education, Teaching, Technology
 Identifiers—*New Mexico State University

The tri-dimensional mandate of the land-grant institution—to teach, to research, and to serve—finds a common meeting place at the New Mexico State University. The New Mexico State University has tri-cultural concerns arising from the special needs of the population that it serves. The age-old problem of water in an arid land, the new challenge of the exploration of space, "border" Spanish, tourism, homemaking, and the uses of the ranges and forests are all subjects of concern. (Author/KE)

ED 121 232 HE 007 768

Kaufman, Jacob J. Flanary, Patricia E.

The Effect of Collective Bargaining on the Issue of "Excellence or Equality" in Higher Education.

Pub Date Sep 75

Note—11p.; Paper presented at the International Conference on Higher Education (3rd, Lancaster, England, September 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Collective Bargaining, Economic Factors, *Educational Objectives, *Educational Opportunities, *Educational Quality, Governance, *Higher Education, Political Influences, Unions

What is the effect of collective bargaining on the issue of excellence or equality in higher education? Relevant to this discussion are: (1) institutions of higher education vary so greatly in goals, student bodies, and products that we cannot study higher education as a single industry producing a single product; (2) the economic and political environment within which institutions of higher education operate will tend to foster the growth of collective bargaining in universities; (3) faculties and university administrators tend to overestimate the effect of faculty unionization on them and their institutions; and (4) as collective

bargaining becomes more widespread in American colleges and universities, the early fears of all subgroups involved will probably appear to have been exaggerated. The concern of many faculty members that collective bargaining would transfer to a union their alleged authority is an illustration of an area in which faculty fears about the long-run effects of unionization on institutional autonomy have been exaggerated. Collective bargaining will not have a significant impact on the issue of excellence or equality. Faculty unionization probably will be absorbed into the existing system without materially changing it. (Author/KE)

ED 121 233

Noel, Lee, Comp. Renner, Lois, Comp.

College Student Retention. An Annotated Bibliography of Recent Dissertations (1970-March 1975).

American Coll. Testing Program, Iowa City, Iowa.

Pub Date [75]

Note—34p.

Available from—The American College Testing Program, 2201 North Dodge, P.O. Box 168, Iowa City, Iowa 52240 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bibliographies, Community Colleges, *Dropout Rate, *Dropouts, *Higher Education, Junior Colleges, Private Colleges, *School Holding Power, State Colleges, State Universities

This bibliography of recent dissertations (1970 to March 1975) on the subject of attrition and retention of college students is intended to serve as a resource guide for administrators and for research in higher education. The arrangement is by type of institution for which the data were collected (public community colleges, public colleges and universities, private colleges and universities, and others), subdivided by studies of a single institution and by those studies that included data from two or more institutions. (Author)

IR

ED 121 234

52

IR 003 007

Preston, Jenny

Collection Development in St. Louis Area Libraries: A Survey.

Saint Louis Public Library, Mo.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—44p.

Available from—St. Louis Public Library, Public Relations Department, 1301 Olive Street, St. Louis, Missouri 63103 (\$1.50)

Document Not Available from EDRS

Descriptors—Library Acquisition, *Library Collections, *Library Cooperation, *Library Material Selection, Library Networks, *Library Surveys, Public Libraries, Special Libraries, University Libraries

Identifiers—Missouri (Saint Louis), Multitype Library Cooperation, *Saint Louis Public Library

The St. Louis Public Library conducted a survey of 3 public, 12 academic, and 16 special libraries in the St. Louis area to identify existing subject depths in various collections as well as subject areas in which libraries intend to build in the next five years. The survey data are presented in 13 tables, and the results are summarized. Plans for the St. Louis Public Library collection are examined, and suggestions for multilateral action among all or a combination of libraries in the St. Louis metropolitan area are explored. (NR)

ED 121 235

IR 003 064

Association for Continuing Education, Annual Report, 1975.

Association for Continuing Education, Stanford, Calif.

Pub Date 30 Jun 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annual Reports, Budgets, *Educational Television, *External Degree Programs, Post Secondary Education, *Professional Continuing Education

Identifiers—ACE, *Association for Continuing Education

The Association for Continuing Education (ACE) functions as an educational service system offering a broad range of programming to employees of organizations that are members of the Stanford Instructional Television Network. ACE is affiliated with Golden Gate University of San Francisco, the College of Notre Dame in Belmont (California), and San Jose State University; but all courses of instruction originate from Stanford University and are broadcast in an interactive mode to students at their place of employment. During the year ending in June 1975, ACE offered 79 courses to 2,891 students. Subjects included business, management, mathematics, cybernetics, and several topics of general interest. This annual report includes a summary of ACE's financial status and offers plans for the future. (EMH)

ED 121 236

IR 003 083

Groark, James J.

Utilization of Library Resources by Students in Selected Non-Residential Degree Programs: Implications for Educational Administrators.

Pub Date 74

Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—College Libraries, *College Students, *External Degree Programs, Higher Education, *Library Role, Library Surveys, *Public Libraries, Questionnaires, Statistical Data, Student Attitudes, *Use Studies

In a study to determine library use and attitudes of students enrolled in external degree programs, a questionnaire was administered to a random sample of nonresident students at Empire State College, in the New York State Regents External Degree Program, and at Goddard College. Analysis of the data showed that the majority were full-time students, used libraries at least weekly, and considered such use necessary to their academic success. Public libraries were used most frequently, and students preferred print materials to newer educational media. While generally satisfied with library services, students felt dissatisfaction in libraries' lack of needed materials. Students were self-sufficient, using few suggestions from librarians. Implications were that libraries need to: (1) recognize and provide for the special needs of external degree students; (2) improve the instructional abilities of librarians; (3) provide current information on local learning resources; (4) prepare study and library guides; and (5) be alert to new developments and changes in nontraditional college programs. Implications for program administrators were that they should cooperate with libraries by informing them about programs and needed materials, encourage student library use, examine the possibility of reimbursing public libraries, and use libraries for recruiting students. (Author/LS)

ED 121 237

IR 003 177

Equal Pay for Equal Work; Women in Special Libraries.

Special Libraries Association, New York, N.Y.

Pub Date 76

Note—14p.

Available from—Special Libraries Association, 235 Park Avenue South, New York, New York 10003

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Equal Opportunities (Jobs), Equal Protection, *Females, Job Development, Laws, *Librarians, Pamphlets, *Salaries, Salary Differentials, *Sex Discrimination, *Special Libraries, Working Women

Identifiers—Canada, United States

The Special Libraries Association (SLA) provides information on achieving equal pay for equal work for women librarians in special libraries. A 1973 SLA study is cited to show pay differences between men and women. Then relevant legislation and executive orders are listed for the United States, along with similar legislation for Canada. Attention is also given to the problems of the librarian in a one-person library as well as to defining equal work and to determining if one is fairly paid. Eight steps are outlined for the individual who wishes to achieve salary parity, and five steps are suggested for ending salary inequities in the organization. Finally, legal alternatives in the U.S. and Canada are described. Sources of information and help are included along with a bibliography. (LS)

130 Document Resumes

ED 121 238 IR 003 178 The Management Review and Analysis Program Report to the Director of Libraries by The MRAP Study Team.

Association of Research Libraries, Washington,
D. C. Office of Univ. Library Management Stud-
ies.; Maryland Univ., College Park. Univ.
Libraries.

Pub Date Sep 74

Note—260p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Administrative Policy, Budgets,
Communication (Thought Transfer), Higher
Education, Information Dissemination, *Library
Administration, Library Materials, Library
Planning, Library Research, Management,
Management Information Systems, Objectives,
Organization, Personnel Management,
*Research Libraries, Systems Analysis, *U-
niversity Libraries

Identifiers—*Management Review and Analysis
Program, MRAP

The University of Maryland at College Park
(UMCP) libraries participated in a management
review and analysis program (MRAP) with the
assistance of the Office of University Library
Management Studies of the Association of
Research Libraries. Three study teams reported on
the library system in its institutional setting;
current trends in higher education and the UMCP
response; and the library's mission, objectives,
and goals with respect to those of UMCP. Task
forces reported on the specific areas of planning,
policy, budget, management information, or-
ganization, leadership and supervision, staff
development, personnel, and general manage-
ment. Recommendations were then formulated in
seven major areas: (1) library goals and objec-
tives as related to those of UMCP; (2) organiza-
tional roles and relationships; (3) leadership and
supervision; (4) human resources management;
(5) information dissemination within the library
system; (6) communication between the library
and the UMCP community; and (7) development
and utilization of material resources. Finally, sug-
gestions were made for reviewing the study and
implementing the recommendations. Study team
and task force reports are appended. (LS)

ED 121 239 IR 003 189 Financial Assistance for Library Education; Academic Year 1976-1977.

American Library Association, Chicago, Ill. Of-
fice for Library Education.

Spons Agency—Wilson (H. W.) Foundation, New
York, N. Y.

Pub Date 75

Note—79p.

Available from—Library Education Division,
American Library Association, 50 East Huron
Street, Chicago, Illinois 60611 (\$0.50)

Document Not Available from EDRS

Descriptors—Educational Finance, Fellowships,
Financial Support, *Guides, *Library Educa-
tion, *Library Schools, Scholarship Loans,
*Scholarships, *Student Loan Programs, Tui-
tion Grants

Financial assistance awards greater than \$500
offered by state library agencies, national and
state library associations, local libraries, and
academic institutions offering undergraduate and
graduate programs in library education are listed.
Only awards intended primarily for library educa-
tion are included. Awards are listed alphabeti-
cally by the granting institution, and each entry
includes information about the level of the pro-
gram, type of assistance, number of awards
available, amount of award, requirements, appli-
cation deadlines, and the address of an ap-
propriate contact person. The list is revised an-
nually. (EMH)

ED 121 240 IR 003 198 Lyons, Janet, Ed. Documents in Microform.

Illinois State Library, Springfield.

Pub Date Mar 76

Note—62p.

Journal Cit—Illinois Libraries; v58 n3 March
1976 p187-244

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Depository Libraries, Government
Publications, Information Sources, *Library
Acquisition, *Library Collections, Library
Planning, Library Surveys, Microform Readers,
*Microforms, Microreproduction

Identifiers—Bureau of the Census, Congressional
Information Service, Government Printing Of-
fice, *Illinois, Illinois Library Association,
United Nations

This issue of "Illinois Libraries" contains the
papers delivered at a 1974 workshop on govern-
ment publications in microform. Twelve articles
focus on such issues as: 1) reasons to collect
microforms; 2) criteria for selecting microform
documents; 3) microform hardware and software;
4) procurement procedures; 5) bibliographic con-
trol; and 6) specific information regarding
microforms published by the Congressional Infor-
mation Service, the Government Printing Office,
the Bureau of the Census, the United Nations,
and other state and federal agencies. A bibliog-
raphy listing reviews of documents in microform
and the results of a survey of microform collec-
tions of government documents in Illinois also are
included. (EMH)

ED 121 241 IR 003 202 Houser, Betsy Bosak

Audio-Visual Media as an Instructional Technique
for Reducing Prejudice in Young Children.

Pub Date Apr 76

Note—18p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (San Francisco, California, April 19-
23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Aids, *Changing At-
titudes, Educational Research, Elementary
Education, Elementary School Students,
*Films, *Intergroup Education, Research
Methodology, *Research Projects, *Social Dis-
crimination

A study was conducted to determine the effec-
tiveness of two educational films, "Skipper
Learns a Lesson" and "The Toymaker," to shape
children's perception of minority groups. Before
and after viewing the films, 153 grade-school-
aged children were asked to look at coloring
book style portraits of Caucasian and minority
children and to rate them according to 12 per-
sonal attributes. Results showed that prejudiced
responses were significantly reduced after view-
ing. (EMH)

ED 121 242 IR 003 212 Griffith, Jeffrey C.

On Line Bibliographic Retrieval: An Instructional
Resource for Classes.

University of Southern California, Los Angeles.
School of Library Science.

Pub Date 22 Mar 76

Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Bibliographies, Data Bases, *Feas-
ibility Studies, Higher Education, Information
Needs, *Information Retrieval, *Information
Services, Information Systems, *Library
Reference Services, Library Research, Library
Technical Processes, *On Line Systems, Pilot
Projects, Program Costs, Program Evaluation,
Research Libraries, Search Strategies, Univer-
sity Libraries

Identifiers—Bibliographic Systems Costs, On Line
Bibliographic Search

This paper proposes a rationale and a plan for
using on-line data base retrieval services to pro-
vide bibliographies tailored to the information
needs of college students enrolled in academic
courses. It examines the possible applications of
such a service, estimates costs per class and per
user, and outlines the objectives, evaluation
procedures, and costs of a two-stage feasibility
study of the program. Results of discussions with
instructors and students concerning the program
and examples of on-line searches conducted for
different courses are presented and discussed.
(Author/CH)

ED 121 243 IR 003 213 Bernhard, Genore H.

How To Organize and Operate a Small Library. A
Comprehensive Guide to the Organization and
Operation of a Small Library for Your School,
Church, Law Firm, Business, Hospital, Commu-
nity, Court, Historical Museum or Association.

Pub Date 75

Note—48p.

Available from—The Highsmith Company, P. O.
Box 25, Fort Atkinson, Wisconsin 53538
(\$2.20 each, postpaid; 6-11 \$2.00, 12 or more
\$1.90 postpaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Church Programs, Guides, Institu-
tion Libraries, Library Administration, Library
Equipment, Library Planning, Library Role,
Library Technical Processes, Local History,
Museums, Repair, *Special Libraries, *Volun-
tary Agencies

Identifiers—Church Libraries, Small Libraries

A guide is presented for those unfamiliar with
library procedures who wish to organize and
operate a small library. Following a discussion of
the modern library's role, there is detailed infor-
mation about library boards, librarians, finance,
legal problems, policies, equipment, supplies, and
book acquisition and processing. Shelving, filing,
book lending, record keeping, and book repairing
are also covered, along with audiovisual materials
and publicity and promotion. A successful, small
town library is described, and special instructions
are provided for church, church music, school,
law, business, and medical libraries. There are ad-
ditional suggestions for operating a small histori-
cal museum or local historical society. Illustra-
tions of equipment, supplies, catalog cards, and
special procedures appear throughout the guide.
Appendices contain lists of state library agencies,
library suppliers, and information sources as well
as an outline of the Dewey Decimal system and
special decimal subdivisions for church libraries.
(LS)

ED 121 244 IR 003 214 Rehrauer, George

The Film User's Handbook: A Basic Manual for
Managing Library Film Services.

Pub Date 31 Oct 75

Note—301p.

Available from—R. R. Bowker Company, P. O.
Box 1807, Ann Arbor, Michigan 48106 (ISBN-
D-8352-0659-9; \$14.95)

Document Not Available from EDRS

Descriptors—Bibliographies, *Film Libraries,
*Films, *Film Study, Guides, Instructional
Films, Library Collections, *Textbooks

The purposes of this text are: (1) to provide an
overview of film services; (2) to provide infor-
mation about and recommendations for film use;
and (3) to suggest patterns for the future. The
presentation begins with an historical background
of film use, and the latter portion discusses the
factors that should be considered in preparing a
film series (i.e., standards, policies, collecting,
evaluating, cataloging, storage, hardware, etc.).
The first two appendices contain examples of ex-
isting practices, and the other appendices list
publications and organizations relating to film.
(EMH)

ED 121 245 IR 003 216 Nitecki, Joseph Z., Comp.

Directory of Library Reprographic Services/A
World Guide. Sixth Edition.

American Library Association, Chicago, Ill.
Resources and Technical Services Div.

Spons Agency—American Library Association,
Chicago, Ill. Reproduction of Library Materials
Section.

Pub Date 1 Feb 76

Note—178p.

Available from—Microform Review, P. O. Box
1297, Weston, Connecticut 06880 (ISBN-0-
913672-04-1; \$9.95)

Document Not Available from EDRS

Descriptors—*Directories, Doctoral Theses,
*Libraries, Library Circulation, Library Facili-
ties, Library Materials, *Library Services,
*Reprography

An updated listing of the copying and duplicat-
ing facilities available in libraries both in the
United States and abroad was compiled. The
directory identifies the institutions willing to
reproduce their own materials; it specifies the
types and costs of reprographic services provided
by each institution and the time needed for the
completion of the orders; and it indicates the
availability and loan status of each institution's
dissertations and serials. In addition, the text pro-
vides a glossary of terms, pointers for requesting
reprographic services, and a selected bibliog-
raphy. (EMH)

ED 121 246 IR 003 217 Fiedler, Judith

Library Population: Survey of Use Characteristics
of Visitors to UW Libraries.

Washington Univ., Seattle. Educational Assess-
ment Center.

Report No—WU-IER-213

Pub Date 18 Aug 75

Note—12p.; Prepared by the Office of Institutional Educational Research

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, College Libraries, College Students, Educational Research, Financial Support, Higher Education, Library Facilities, *Library Reference Services, *Library Research, *Library Surveys, *University Libraries, *Use Studies

Identifiers—Educational Assessment Center, University of Washington

During a typical week of spring quarter, 1975, interviews were conducted with 3,802 people as they left facilities at the University of Washington library system. The randomly selected respondents included students, staff members, and faculty of the university, as well as nonuniversity members. In particular, the study investigated the use of library resources for research purposes, and the sources of off-campus funding for such research use. Among the respondents who reported support for research use, clear patterns of use of certain facilities and services appeared. The majority of the users, however, proved to be students primarily engaged in studying on library premises for class-related activities. (Author/EMH)

ED 121 247

IR 003 219

Cooper, Lynn And Others

Documents Education Project.

Toledo Univ., Ohio. Dept. of Library and Information Services.

Pub Date 75

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—College Libraries, Documentation, *Government Publications, Information Dissemination, *Library Guides, Library Reference Services, *Library Skills, *Reference Materials, University Libraries, Use Studies
Identifiers—*Carlson Library, *Community Information Specialist Program, University of Toledo

Due to a shortage of staff at the Carlson Library at the University of Toledo, user access to the documents collection outside of the normally staffed hours has depended on the resourcefulness of the user. A survey showed that users were unfamiliar with access procedures. In order to make documents more readily available, the staff developed a series of guide sheets, a script/slide presentation, and a display on document use located in the main concourse of the library. Each was intended to impress library users with the variety of documents available and to provide an explanation of the access tools. Samples of the guides and the slides are provided. (EMH)

ED 121 248

IR 003 221

Wasserman, Paul, Ed. And Others

LIST; Volume 5/1975. Library and Information Services Today; An International Registry of Research and Innovation.

Pub Date 75

Note—633p.

Available from—Gale Research Company, Book Tower, Detroit, Michigan 48226 (ISBN-0-8103-0387-6; \$45.00)

Document Not Available from EDRS

Descriptors—Abstracts, Annotated Bibliographies, *Directories, *Indexes (Locators), *Information Science, *Information Services, Information Sources, Innovation, *Library Research

Identifiers—Information Services Research, LIST
Reports of 1,335 research efforts, books, and monographs in innovative activities involving library and information services throughout the world are gathered here. Projects listed are varied and represent government, academic, industrial, research, and association-sponsored efforts as well as individual projects. Project descriptions are arranged under 209 subject headings. An alphabetic index to these subjects precedes the main part of the volume. The listing for each project gives entry number, principal investigators, title, institution address, sources of funding, approximate beginning and ending dates, project descriptions, and references to publications that describe the work in progress. Nine indexes furnish alternative access to the text by investigator, project title, organization, geographic location, funding source, type of library, classified headings, subjects, and acronyms. (CH)

ED 121 249

IR 003 223

The Last Whole Film Catalog: A Resource for Librarians, 1976-77.

Pub Date 76

Note—162p.

Available from—Films Incorporated, 1144 Wilmette Avenue, Illinois 60091 (Order No. ISBN-0-448-12186-7)

Document Not Available from EDRS

Descriptors—Bibliographies, *Catalogs, *Films, Filmstrips, Film Study, Humanities, Instructional Films, Libraries, Sciences, Social Sciences

Identifiers—*Feature Films

Films, Incorporated provides a catalog of its 16mm films available for sale, lease, or rent. Both educational and Hollywood feature films are included, as are some books on specific films and basic film literature. Educational films in the humanities include animation, art and perception, biographies, children's short films, children's movies, comedy, creative expression, film as art, film study and filmmaking, music religion, sports, and recreation. Social science films cover Americana, anthropology and archaeology, education, exploration and adventure, travel, human relations, lifestyles, labor and industry, psychology, social issues, social comment, United States history, women, and world history. Science films include animals, ecology and environment, and health care. Each item includes a brief description of the film, awards, maker, date, length, color or black-and-white indication, order number, and price for sale and rental. Most items are also illustrated. Feature films are listed separately and each item contains a description, review quoted, list of director and cast, author and title of book on which movie is based, producing studio, data, length, color or black-and-white indication, lease and rent prices, and usually an illustration. A few sound filmstrips are also listed. Title and subject indexes are provided. (LS)

ED 121 250

IR 003 224

Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1974.

Library of Congress, Washington, D.C.

Pub Date 75

Note—195p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-000-00078-1; \$6.40)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Annual Reports, Copyrights, Exhibits, Government Libraries, International Programs, Law Libraries, Legislation, Legislative Reference Libraries, Library Administration, Library Automation, Library Expenditures, Library Programs, Library Reference Services, Library Technical Processes, *National Libraries, Publications, Statistical Data
Identifiers—*Library of Congress

The prefatory section of the Library of Congress (LC) annual report contains basic information about the library, and lists of trust fund board members, library officers, library committees, and consultants. The body of the report begins with a general overview of recent LC activities in such areas as special services, automation, copyright, affirmative action, publications, and preservation of special materials. This is followed by reports on the activities of the Processing Department, Congressional Research Service, Reference Department, Law Library, Administrative Department, and Copyright Office. The Copyright Office report includes a table of United States international copyright relations listed by country. Appendixes contain statistical and financial data and lists of exhibits, concerts, lectures, special programs, and publications sponsored by LC. There is an index. (LS)

ED 121 251

IR 003 225

Trow, Wm. Clark, Ed. Haddan, Eugene E., Ed.

Psychological Foundations of Educational Technology.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Jan 76

Note—386p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (ISBN-0-87778-086-2; \$13.95; paperback \$8.95)

Document Not Available from EDRS

Descriptors—Academic Achievement, Academic Aptitude, Anthologies, Association (Psychological), Concept Formation, Conditioning, Creativity, Critical Thinking, Cybernetics, *Educational Psychology, *Educational Technology, Gifted, Handicapped Students, Instructional Systems, *Learning Processes, Mental Health, Microteaching, Motivation, Personality Development, Programmed Instruction, Psychomotor Skills, *Teacher Education, Teaching Methods, Technology, *Textbooks

This book of readings in educational psychology for teachers contains selections which are both historical and technological. More emphasis is placed on general information and direct educational applications than on theoretical and experimental education psychology, and some of the articles have been abridged. Topics covered include teacher preparation, instructional systems, scholastic aptitude, school achievement, developmental psychology, sensation, perception, association, and conditioning. Sections on psychomotor skills, behavior modification, concept formation, motivation, personality, emotional adjustment, mental health, creativity and critical thinking are followed by sections on school applications, environmental control, programmed instruction, and patterns of interactions. A bibliography of additional readings concludes the book. (CH)

ED 121 252

IR 003 227

Information Systems Design for Socio-Economic Development; Retrospect and Prospect. Proceedings, FID Symposium (Brussels, Belgium, September 30-October 2, 1975).

International Federation for Documentation, The Hague (Netherlands).

Report No.—FID-542

Pub Date 76

Note—145p.

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (ISBN-92-66-00542-8; 50 Dutch guilders)

Document Not Available from EDRS

Descriptors—Agriculture, *Conference Reports, Documentation, Economic Development, Education, Industry, Information Sources, *Information Systems, *International Organizations, International Programs

Identifiers—FID, International Federation for Documentation

The 1975 Federation Internationale de Documentation (FID) Symposium was held to generate critical analysis of information sources as a contribution to socioeconomic development. Five opening addresses serve to explore the general conference theme and welcome the 170 participants from 30 countries. Nine papers are presented which address the role of international organizations and systems in socioeconomic development. Five papers cover the role of national organizations and systems in socioeconomic development in education, agriculture, and industry. Reports on the working group sessions on education, agriculture, and industry are also given. Several of the addresses and two of the papers are in French. (CH)

ED 121 253

IR 003 228

Cater, Douglass

Communications and Society: Toward a Public Philosophy.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons. Agency—Academy for Educational Development, Inc., Washington, D.C.

Pub Date Jan 73

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), Communications, Delivery Systems, Freedom of Speech, Government Role, *Journalism, *Mass Media, New Journalism, *News Reporting, Public Policy, Speeches, *Telecommunication

Rapidly advancing communications technology has moved the concept of speech far beyond that imagined by the authors of the First Amendment. Similarly, the power of the government to license, tax, regulate, and investigate has also increased enormously. Communications media have come to dominate the consciousness of Americans, and particularly news journalist have come to play a major role in the shaping of public opinion. For these reasons, the time has come for a reevaluation of the news media in order to: (1) make

132 Document Resumes

citizens aware of news gathering procedures, (2) test the validity of those procedures, and (3) examine whether the role assumed by American journalists is an appropriate one. (EMH)

ED 121 254 IR 003 229

Cater, Douglass

Beyond ATS-6: Social Uses of Communications Satellites.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date Jan 74

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication Satellites, Conferences, Delivery Systems, *Discussion Programs, Educational Technology, Experimental Programs, Government Role, Private Financial Support, *Telecommunication

Identifiers—*Applications Technology Satellite, Aspen Institute

A panel discussion was held to examine the efficacy of the Applications Technology Satellites, powerful communication satellites designed to send quality signals to low-cost ground terminals. The satellites have been used on an experimental basis in rural America, Canada, and India. While the panel generally agreed on the great potential of the satellite, they also identified unresolved problems in developing the noncommercial applications of the technology. The discussion focused on three major topics: (1) the significance of the satellite experiment and its later cancellation; (2) the ability of the private sector to develop communication satellites for social uses; and (3) the future of the communication satellite. (EMH)

ED 121 255 IR 003 230

Cater, Douglass, Ed. Nyhan, Michael J., Ed.

Public Television: Toward Higher Ground; Report and Papers from the Aspen Institute Conference on Public Broadcasting (3rd, Dedham, Massachusetts, January 9-11, 1975).

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons Agency—Academy for Educational Development, Inc., Washington, D.C.

Pub Date 75

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Audiences, Broadcast Industry, Censorship, Commercial Television, Community Role, *Conference Reports, *Costs, Educational Television, Financial Problems, Financial Support, Government Role, Participant Satisfaction, *Programming (Broadcast), *Public Television

Identifiers—Aspen Institute, Broadcast Rights, Corporation for Public Broadcasting, Federal Communications Commission, Public Broadcasting Service, Station Program Cooperative

Five essays were delivered at a conference which addressed the issues of federal financial support for public broadcasting and what constitutes appropriate programming for public television stations. The essays discussed the following issues specifically: (1) the role of public broadcasting, (2) commercial versus noncommercial programming, (3) meeting community needs, (4) censorship and governmental regulation, (5) alternative plans for financial support, (6) costs, and (7) broadcast rights. The text includes an overview of the entire conference as well as the essays. (EMH)

ED 121 256 IR 003 231

Cater, Douglass

1976: A Strategy for Political Broadcasting.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 14 Mar 75

Note—14p.; Paper from the Political Broadcasting Conference (Washington, D.C., March 14, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Role, *Conference Reports, *Educational Television, Elections, Government Role, Political Influences, *Political Issues, *Politics, Programming (Broadcast), *Public Television, Social Action, Voting

Identifiers—*Aspen Institute, Corporation for Public Broadcasting, Federal Communications Commission, Public Broadcasting Service

A conference of public broadcasters sponsored by the Aspen Institute discussed the role of non-commercial television in informing the public on political issues and covering political campaigns. The topics of discussion included: (1) governmental restrictions of public broadcasting, (2) governmental subsidies of political candidates, (3) broadcaster's commitment to full and impartial coverage of political events, (4) broadcaster's commitment to create a more enlightened electorate, (5) candidate's commitments to fair campaign tactics and honest advertising, and (6) the citizen's role as a monitor of the political process. A list of the conference participants is included. (EMH)

ED 121 257 IR 003 232

Johnson, Jenny K.

Appraisal of Educational Materials for AVLINE: A Project of the Association of American Medical Colleges and National Library of Medicine.

Pub Date Jan 76

Note—21p.; Paper presented at the Health Education Media Association Conference (New Orleans, Louisiana, January 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Aids, Cataloging, *Clearinghouses, Data Bases, Evaluation Methods, Health, *Health Education, Indexes (Locators), Information Networks, Information Retrieval, Information Storage, Information Systems, *Instructional Media, Media Selection, *Medical Education, Medicine, *On Line Systems

Identifiers—Audiovisual On Line, *AVLINE, Educational Materials Project, MEDLINE, National Library of Medicine

In response to a growing need for a comprehensive evaluation and cataloging of nontextbook materials in the field of health sciences, the Educational Materials Project, sponsored by the National Library of Medicine, developed a clearinghouse system called AVLINE (Audiovisual on Line) for the dissemination of information about these materials. To determine what materials will be listed in this computer-based system, materials are identified by users and then evaluated by a panel of experts in the field. The evaluation considers content, instructional design, and technical quality. Acceptable materials are abstracted, indexed, and made available to search through MEDLINE terminals. (EMH)

ED 121 258 IR 003 233

Farrell, William T.

Hierarchical Clustering: A Bibliography. Technical Report No. 1.

California State Univ. Foundation, Los Angeles. Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office

Report No—CSU-LA-TA-TR-1

Pub Date Jul 75

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bibliographies, *Classification, *Cluster Analysis, Cluster Grouping, Discriminant Analysis, Grouping Procedures, Job Analysis, Statistical Analysis, *Task Analysis, Taxonomy

Identifiers—Differentiation, Hierarchical Clustering, Marine Corps

"Classification: Purposes, Principles, Progress, Prospects" by Robert R. Sokal is reprinted in this document. It summarizes the principles of classification and cluster analysis in a manner which is of specific value to the Marine Corps Office of Manpower Utilization. Following the article is a 184 item bibliography on cluster analysis in classification. The bibliography is intended for those who are working with computer algorithms in the CODAP package or who are engaged in research in task analysis. (CH)

ED 121 259 IR 003 234

Atkin, Charles K. Greenberg, Bradley S.

Public Television and Political Socialization: A Field Experiment on the Impact of a Public Television Series on the Political Knowledge, Attitudes and Communication Behaviors of Adolescents. Final Report.

Corporation for Public Broadcasting, Washington, D.C.; Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date Mar 74

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Adolescents, Communication (Thought Transfer), Educational Research, Educational Television, Knowledge Level, Political Attitudes, *Political Socialization, *Public Television, Secondary Education, Secondary School Students, *State Government, Student Attitudes, Tables (Data), *Television Research, Video Tape Recordings

Identifiers—Florida

A study was made of the reactions of 544 Tallahassee high school students to a public television series, "Today in the Legislature", which presented segments of a session of the state legislature of Florida in six 50-minute programs. The main goal was to determine the major effect of mass media on political knowledge and its influence on political attitudes and participation. It was found that although the experimental students were not overly excited about the television coverage, they had more positive attitudes about the legislature and the manner in which the sessions were conducted. Only 12% found the program interesting while twice as many felt they were dull. Among the other major findings were: interest in the political system increased after viewing, particularly among the younger and black viewers; interpersonal discussion about politics with parents and peers increased; reading about state legislature in the newspapers increased; and greater political knowledge was gained, particularly among younger, white viewers. The impact of the programs was uniform among students differing in scholastic ability, political interest, and communication behavior. The research findings are summarized in 11 tables. (Author/DS)

ED 121 260 IR 003 235

Asgard, James A. Braby, Richard

Learning Guidelines and Algorithms for Types of Training Objectives. Final Report, February 1974-March 1976.

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No—TAEG-R-23

Pub Date Mar 76

Note—82p.; Focus on the Trained Man series; Some charts in document may not reproduce clearly due to type size of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Algorithms, Flow Charts, Guidelines, *Instructional Design, Instructional Systems, *Learning Processes, *Learning Theories, Military Training, Post Secondary Education, Recall (Psychological), Sequential Learning, Task Analysis, Training, *Training Objectives

Identifiers—Learning Algorithms, *Learning Strategies

Strategies are presented for the following classes of training objectives: recall of knowledge, use of verbal information, rule learning and use, decision making, detecting, classifying, identifying symbols, voice communication, recall of procedures and positioning, steering and guiding, continuous movement, and performance of gross motor skills. The training strategy for each class of objectives has three parts. The first is a definition of the class of objectives and a description of the uniqueness of each class. The second is a set of learning guidelines based on both learning theory and practical experience. The third part is a learning algorithm expressed as a flow chart of a sequence of learning events. The guidelines and algorithms may be used by training system designers in specifying learning activities, selecting instructional methods, designing and evaluating materials, and recording field experience for use in improving the guidelines and algorithms. (Author/CH)

ED 121 261 IR 003 236

Kiewitt, Eva L.

Cost-Benefit Analysis of a Computer Retrieval System.

Indiana Univ., Bloomington. Graduate Library

School.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Computer Programs, *Cost Effectiveness, Costs, Data Bases, *Information Retrieval, Information Services, Information Systems, Program Evaluation, *Relevance (Information Retrieval), Search Strategies, Use Studies

Identifiers—Batch Systems, Controlled Vocabulary, Educational Resources Information Center, ERIC, Indiana University, *PROBE, Text Searching

PROBE, a batch-mode information retrieval program used to search the Educational Resources Information Center (ERIC) data base, was developed by Indiana University. To evaluate the effectiveness of the program, questionnaires were given to the users of 200 consecutive searches during February 1973. Relevance ratios were computed by comparing the number of documents considered useful by the user to the number retrieved. For searches using ERIC descriptors, the average relevance ratio was 54.7%. For searches using natural language, it was 42%. It was found that the cost of a descriptor search was \$14.42 when 150 searches were run each month and \$9.18 per search when 300 searches were run. The cost of abstract searches was \$22.25 for 150 searches per month and \$17.01 for 300 per month. Based on these findings and a separate user study, it was concluded that the PROBE service was satisfying the user and was cost-effective in that it could become self-supporting at a nominal fee. (Author/PF)

ED 121 262 95 **IR 003 237**
Bramble, William J. And Others

Cost Estimation Model for Alternative Formats and Delivery Modes. Technical Report No. 10. Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AESF-TR-10

Pub Date Sep 75

Contract—NIE-C-75-0001

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Communication Satellites, Cost Effectiveness, Delivery Systems, *Educational Television, Expenditure Per Student, Models, *Program Costs, Statistical Data, Tables (Data), *Telecommunication

Identifiers—AESF, *Appalachian Education Satellite Project

The Appalachian Education Satellite Project (AESF) was designed to apply communications satellite technology to the task of improving the quality of education in Appalachia. This report is the 10th in a 12 volume series. To justify the cost of using the satellite method, a cost model was developed. This cost model provided information on: (1) the cost to develop, produce, transmit, and handle each of the learning activities in the courses produced by the AESF; (2) the effect on course costs of adding or deleting learning activities; (3) the per-student cost variance as a function of the various factors; and (4) the point where education by satellite is efficient in relation to alternative methods of instruction. Twelve figures illustrate the formulas for calculating what it costs to develop, produce, and evaluate the different AESF learning activities. Eleven tables of cost estimates are also included. Detailed information that breaks down the cost of each element is appended. (Author/DS)

ED 121 263 **IR 003 238**

Spangenberg, Ronald W.

Selecting Methods and Media to Achieve Training Objectives: A Preliminary Manual.

Human Resources Research Organization, Fort Knox, Ky. Div. 2.

Pub Date Feb 71

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Attitudes, Concept Formation, Decision Making, Instructional Aids, *Instructional Media, *Instructional Systems, Learning Processes, *Learning Theories, Manuals, Media Selection, *Military Training, Models, Motor Reactions, Perceptual Development, Problem Solving, Psychomotor Skills, Reactive Behavior, Recall (Psychological), Teaching Procedures, *Training Objectives

Identifiers—Army

This manual is designed to help Army training personnel select and implement a specific approach to achieving specific training goals. Following a general learning model, general training principles are summarized. The rest of the manual shows how specific learning principles are associated with groups of learner performances. Training goals include recall of facts and

procedures, acquisition of motor skills and reactive skills, concept acquisitions, problem solving, decision making, and putting attitudes into practice. (CH)

ED 121 264 **IR 003 240**

The South Carolina State Library, Sixth Annual Report, July 1, 1974-June 30, 1975.

South Carolina State Library, Columbia.

Pub Date 75

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annual Reports, County Libraries, Directories, Federal Aid, Institution Libraries, Interlibrary Loans, Librarians, Library Collections, *Library Expenditures, Library Networks, *Library Surveys, Public Libraries, Revenue Sharing, State Aid, *State Libraries, *Statistical Data, University Libraries, Use Studies

Identifiers—Library Statistics

Library annual report data for the state of South Carolina, including services and publications for 1974-75, are summarized. Tables list figures for county library construction, circulation, interlibrary loans, and state and federal expenditures; as well as income, expenditures, bookstock, and personnel for college, university, public, and institutional libraries. Directories of county library board chairmen and library directors of college, university, public, and institutional libraries are included. (NR)

ED 121 265 **IR 003 241**

Daniel, Ruth And Others

A Classification of Library and Information Science.

Library Association, London (England).

Pub Date 75

Note—127p.; Library Association Research

Publication Number 15

Available from—The Library Association, Publications Department, 7 Ridgmount Street, London WC1E 7AE, England (3.75 English pounds)

Document Not Available from EDRS

Descriptors—*Classification, Coordinate Indexes, *Information Science, *Library Science, *Subject Index Terms, Vocabulary

Identifiers—Faceted Classifications

The language of library and information science is presented in a faceted library classification. To this vocabulary are added rules for combining terms into compound subjects; an overall linear order for all terms, elementary and compound; and a notation to maintain this order in a mechanical fashion. An extensive alphabetical index is included. (Author/PF)

ED 121 266 **IR 003 242**

Klapper, Hope Lunin

Summary and Analysis: Children's Perceptions of the Realism and Unrealism of Television. A Pilot Study.

Spons Agency—Joint Committee for Research on Children and Television, New York, N.Y.

Pub Date Feb 74

Note—18p.; Paper presented at the American Association for Public Opinion Research (Lake George, N.Y., May 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Credibility, Educational Research, Elementary Education, Grade 2, Grade 5, Kindergarten, *Perception, *Perceptual Development, *Realism, Research Methodology, *Research Projects, Television, *Television Research

Using open-ended questions to elicit responses from 77 kindergartners, 24 second graders, and 25 fifth graders in New York, an attempt was made to determine how children perceive the accuracy and the reality of television programs. The kindergartners and second graders tended to restrict their observations to specific visual traits, while the fifth graders demonstrated an ability to perceive social patterns. All groups failed to systematically distinguish between television and real life, though many recognized that television outcomes (i.e., happy endings) were not representative of the real world. (EMH)

ED 121 267 **IR 003 243**

Oyler, David K. McKay, Michael W.

The Impact of the Forest and Forest Industry on the Environment: A Study of Bibliographic Coverage. Bibliographic Series No. 4.

Wiscconsin Univ., Madison. Steenbock Memorial Library.

Spons Agency—National Agricultural Library (DOA), Washington, D.C.

Pub Date Aug 75

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Abstracting, Annotated Bibliographies, *Bibliographic Citations, Bibliographies, Data Bases, Ecology, *Forestry, Indexes (Locators), *Indexing, Scholarly Journals, Trees

Identifiers—Bibliography of Agriculture

A citation study investigated the coverage by abstracting and indexing services of literature dealing with the environmental effects of the forest and forest products industries, the impact of man on the forest ecology, and methods for maximizing forest tree utilization. A search of nine secondary sources (abstracting and indexing services) produced 961 citations to documents published from 1970 through 1972 within the subject parameters. Citations unique to a single secondary source accounted for 75% of the citations. The most productive secondary source, the "Bibliography of Agriculture," indexed 48% of all citations found. The greatest overlap occurred between the "Bibliography of Agriculture" and "Forestry Abstract." The median indexing delay was seven months. Relevant materials were found in 292 journals, but 62 journals were found to be the most productive. Only 64% of these core journals were found to emphasize forestry or forest products. Tables of data compiled in the study and a listing of the 1,348-item bibliographic data base used are appended. (Author/PF)

ED 121 268 **IR 003 244**

Shapiro, Albert

Management of Innovation: The Role of Communication.

Texas Univ., Austin. Bureau of Business Research.

Report No.—TU-EB-59

Pub Date 74

Note—17p.; Paper presented at the International TNO Conference: Organizing for Technological Innovation (Rotterdam, The Netherlands, March 1-2, 1973). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Creativity, *Diffusion, Information Dissemination, Information Networks, Information Sources, Information Systems, *Innovation, Intercommunication, *Management, Personnel Management

Identifiers—*Innovation Management

Management of the innovation process is described, and resources on which innovation management must operate are identified. The relationship of information to subsystems in the innovation process is examined using empirical results from sociology, communication, and psychology. Analysis develops from a one-man information model, through a two-person and a national system, to a general information system and network. Implications for management of innovation conclude the presentation. (CH)

ED 121 269 **IR 003 245**

Shapiro, Albert

The Effective Use of Scientific and Technical Information in Industrial and Non-Profit Settings: Explorations Through Experimental Interventions in On-Going R & D Activities. Progress Report No. 2.

Texas Univ., Austin. Coll. of Business Administration.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 5 Mar 76

Note—54p.; September 1-December 31, 1975

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Classification, *Communication (Thought Transfer), Communication Skills, Information Dissemination, Information Seeking, *Information Sources, *Information Theory, Institutional Research, Intercommunication, Intervention, Job Analysis, *Organizational Communication, Research and Development Centers, Technological Advancement

Identifiers—Communication Behavior, Organizational Research, Research in Progress, Scientific Information, Southwest Research Institute, Technical Information

This is a second report of a study of the use of scientific and technical information in industrial and nonprofit settings. It focuses on mapping the

information-communication behavior of the engineering division of the Southwest Research Institute. Data include questionnaires, library records, travel records, telephone records, and contractual information. Categorization of levels of technical information potential shows the need for better description and differentiation of different kinds of high value information-communication behavior. Experimental changes in Southwest Research Institute operations are planned to study further the structure of information-communication behavior. (CH)

ED 121 270 IR 003 246

Heller, Dawn H. Palermo, Lucas M.
Putting You in the Director's Chair or Move Aside, Cecil B. DeMille: A Guide to Guiding Student Production.

Riverside-Brookfield High School District 208, Ill.
Pub Date 75
Note—53p.

Available from—Media Services Dept., Riverside-Brookfield High School, Riverside, Illinois 60525 (\$4.00)

Document Not Available from EDRS

Descriptors—Audiovisual Instruction, Charts, Educational Games, Evaluation, Film Production, Filmstrips, Graphic Arts, *Guides, *Instructional Materials, Models, Phonotape Recordings, Planning, *Production Techniques, Realia, Slides, *Student Developed Materials, Tape Recordings, Transparencies, Video Tape Recordings

The elements of planning, producing, and evaluating high school student media production are described. Thirteen different media formats, audiotape, posters, displays, transparencies, mobiles, models, games, slide/cassettes, motion pictures, multimage, videotapes, kits, and miscellaneous, are discussed. For each medium, there is a statement of definition, potential use, limitations, quality criteria, pitfalls, time/cost factors, and factors of technical quality, along with a list of sources of further information. The appendixes include sample worksheets and scripts. (NR/JY)

ED 121 271 IR 003 247

Herring, Billie Grace
A Study of Selected Factors Affecting Media-Related Competencies for Teachers, 1974-2000 A.D.

Pub Date Mar 76
Note—19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Anaheim, California, March 28-April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Research, *Educational Technology, *Futures (of Society), *Instructional Media, Multimedia Instruction, *Public School Teachers, Research Projects, Surveys, Tables (Data), Teacher Qualifications, *Teaching Skills, Technological Advancement
Identifiers—AECT 76, Delphi Technique

Using the Delphi technique, impressions were gathered for a sample of 96 educators on their expectations of what media-related competencies would be required of teachers in coming decades. The educators were a nonstratified random sample chosen to represent grassroots and expert respondents, all levels of education, and a number of areas of expertise. Respondents were asked to consider media-related innovation and to predict the decade in which the technique would gain wide acceptance. Each item was also rated for desirability. Such items as the validation of commercially prepared materials, the changing role of the librarian, parent and pupil participation in instructional planning, and on-demand publishing of textbooks from data bases prepared by educators were seen to be highly probable. Complete tabular results are included in the appendix. (EMH)

ED 121 272 IR 003 248

Pfunds, J. R.
Instructional Development in Perspective.
State Univ. of New York, Oswego. Coll. at Oswego. Coll. of Arts and Sciences.
Pub Date 75
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Instruction, *College Instruction, Educational Improvement, Educational Radio, Higher Education, *Instructional Design, *Instructional Innovation, *Resource Centers, *Teaching Methods
Identifiers—State University College Oswego

The Office of Learning Resources at the State University of New York at Oswego was created to increase the effectiveness and the efficiency of teaching and learning by providing a wide variety of options to traditional classroom activities. The office encourages the development of teaching styles that best meet the needs of individual students by furnishing instructional development, media, production, and broadcasting services. For each course, problems are identified, curriculum designed, cost analyzed, and outcomes assessed. As a supplement to an orientation presentation for the resource center, this book provides a schematic description of the services that the center provides, describes the center's learning facilities, and lists the media presentations that have been developed to orient new users of the resource center. (EMH)

ED 121 273 IR 003 249

Bretz, Rudolph
Handbook for Producing Educational and Public-Access Programs for Cable Television.

Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date Feb 76
Note—132p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (ISBN-0-87778-089-7; \$9.95)

Document Not Available from EDRS

Descriptors—Audiences, *Cable Television, Community Involvement, Educational Television, Facilities, *Guides, Material Development, *Production Techniques, *Programming (Broadcast), *Video Equipment, Video Tape Recordings
Identifiers—Canada, Local Origination, Public Access

This handbook responds to local cable television broadcasters' need to generate more local programming in order to comply with federal statutes and to capitalize on growing interest in local interests. The text begins with a brief overview of the cable television industry, and there are chapters which cover the following topics: (1) goals of local programming, (2) audiences, (3) costs, (4) program formats, (5) producing programs, (6) production techniques, (7) personnel and training, and (8) equipment and facilities. It also includes a bibliography of cable television related materials, and the appendix provides information on the Canadian cable television system, a list of community program subject areas, and a glossary. (EMH)

ED 121 274 IR 003 251

Evans, Lionel, Ed. Leedham, John, Ed.
Aspects of Educational Technology; Volume 9: Educational Technology for Continuous Education. Proceedings of Association for Programmed Learning and Educational Technology Annual Conference (9th, London, England, April 1975).

Association for Programmed Learning and Educational Technology, London (England).
Pub Date 75
Note—308p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (ISBN-0-85038-291-2; \$25.00)

Document Not Available from EDRS

Descriptors—Adult Education, *Adult Education Programs, *Adult Students, Audiovisual Aids, *Conference Reports, Curriculum, *Educational Technology, *Educational Television, Post Secondary Education, Programmed Instruction, Slides, Telephone Instruction

This conference report is the ninth in an annual series. The theme of the 1975 international conference was continuous education, the provision of education for individuals at any time in their lives when they think it beneficial. The text consists of 27 papers that address the continuous education theme, educational media related to the theme, or other aspects of educational media. (EMH)

ED 121 275 40 IR 003 252

Brugler, J. Stephen Bliss, James C.
Manufacture of Optacons for a Field Trial Within Elementary and Secondary Schools. Final Report.

Telesensory Systems, Inc., Palo Alto, Calif.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 73

Contract—OEC-0-71-4415(607)

Note—26p.; For related documents see ED 083 769, 086 204, 107 294 and IR 003 253

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Blind, Contracts, Educational Equipment, *Electromechanical Aids, Elementary Secondary Education, Equipment Evaluation, Equipment Standards, Field Studies, *Manufacturing, Performance Specifications, Quality Control, *Sensory Aids, Tactile Adaptation, Technological Advancement, Training
Identifiers—*Optacons, Telesensory Systems Incorporated

Telesensory Systems, Inc. (TSI) was awarded a contract to design, develop, and test Optacons (Optical-to-Tactile Converter) and peripheral equipment. Optacons are direct-translation reading aids for the blind. The text summarizes the engineering design, manufacturing activities, field test procedure and results, and it provides recommendations for more effective implementation in the future. Among these conclusions were that although a "mass-production" of Optacons was not achieved, Optacons and related support equipment are amenable to production-line assembly techniques; production efficiencies made as a result of this contract alone reduced the price of Optacons by 30%. (EMH)

ED 121 276 40 IR 003 253

Bliss, James C.
Manufacture of Optacons for a Field Trial Within Elementary and Secondary Schools. Progress Report 4. Final Report.

Telesensory Systems, Inc., Palo Alto, Calif.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 23 Oct 74

Contract—OEC-0-74-0583
Note—56p.; For related documents see ED 083 769, 086 204, 107 294, and IR 003 252

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Blind, Contracts, Educational Equipment, Electromechanical Aids, Elementary Secondary Education, *Equipment Maintenance, Equipment Standards, Field Studies, Performance Specifications, *Sensory Aids, *Tactile Adaptation

Identifiers—*Optacons, Telesensory Systems Incorporated

This document summarizes the activities conducted by Telesensory Systems, Inc. (TSI) from July 1974 to July 1975. During this time, TSI worked on maintenance and updating of the Optacon (Optical-to-Tactile Converter) and Optacon peripheral equipment. The Optacon is a direct-translation device which allows the blind to read normal printed materials. TSI completed scheduled visits to all field trial sites and serviced Optacon equipment as needed. The text of the document provides a brief outline of these activities, and the appendix gives a detailed accounting of the maintenance operations that were performed on each device. (EMH)

ED 121 277 IR 003 254

Blalack, Richard O. Davis, Herbert J.
Experiential Optimization in a Game Simulation.
Pub Date Apr 76

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Collective Bargaining, *Educational Games, Higher Education, *Simulation, *Student Participation

Identifiers—Student Enthusiasm, Vested Interest

In order to enhance the role playing ability of the participants in a simulation game on collective bargaining and to cultivate a sense of "vested interest" in the game's outcome, the students first prepared positions supporting the union or the management position in a hypothetical case. They were required to defend their position orally. The class was also required to present a joint solution to a case study to improve their teamwork skills. The framework of the actual game consisted of introducing the factor of "vested interest" by relating grade assignments to goal achievement in the game and by the use of various handouts containing historical background material and mock contracts, balance sheets, and income statements. The role of the instructor in the game consisted of three functions: control, judicial, and approval. A debriefing session held after the games permitted the negotiating teams to exchange presumed objectives and to discuss the strategies and

tactics they employed in the course of the negotiation. (Author/JY)

ED 121 278 IR 003 255

Cartwright, Glenn F.
Differential Interpretation of Feedback in Small Groups.

Pub Date Apr 76

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Computer Assisted Instruction, *Feedback, *Learning Processes, *Models, *Small Group Instruction

Several studies have suggested that students working in groups with computer-assisted instruction (CAI) learn equally as well as students who work alone. Since one advantage of CAI is its ability to individualize and thereby improve instruction, some explanation is needed as to how equivalent learning can be effected in groups. A model of differential interpretation of feedback is offered which explains how individualized learning can take place within a group setting. The model asserts the importance of careful design of feedback statements for optimum individual learning within group settings. (Author/JY)

ED 121 279 IR 003 256

Estes, Carmen A.

The Use of Computer Based Instruction in an Extended Degree Program for Nurses Leading to the Bachelor of Science Degree.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Pub Date Apr 76

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Bachelors Degrees, *Computer Assisted Instruction, *External Degree Programs, Higher Education, *Inservice Education, *Mobile Educational Services, Nurses, *Nursing, Performance Based Education, Program Descriptions

Identifiers—Computer Managed Review and Examination, Extended Degree Program in Nursing, Pennsylvania State University

Some of the problems encountered in nursing arise out of the multiplicity of preservice educational programs and the predominance of registered nurses (R.N.s) who are prepared below the baccalaureate degree level. To facilitate the efforts of nurses already in practice to earn a bachelor's degree, the Extended Degree Program in Nursing (ENURS) of the Pennsylvania State University was developed. Through a mobile system, computer-based courses are now available to ENURS students in Pennsylvania. Called Computer Managed Review and Examination (CMRE), it has evolved from a set of traditional paper-and-pencil "challenge exams" to a comprehensive, computer-managed, self-study and assessment program for each of seven basic Penn State nursing courses for which a registered nurse may accrue credit by examination. (Author/JY)

ED 121 280 IR 003 257

Geisinger, Kurt F.

A Systems Approach to Item Production and Review in a Computer Managed Instruction Project.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Computer Assisted Instruction, *Criterion Referenced Tests, Higher Education, Inservice Education, *Item Banks, Nursing, Program Descriptions, *Test Construction, University Extension

Identifiers—Computer Managed Instruction, Computer Managed Review and Examination, *Item Generation

An item generation procedure is described which was utilized in the development of Computer Managed Review and Examination courses for the education of nurses in remote areas. The major emphases are the processes of domain

definition, item writing, and item edition. Specific discussion is presented concerning methods of item construction to assess technical vocabulary, concept learning, and the application of nursing principles to the solution of problems. The entire test construction procedure is briefly reviewed; this procedure includes numerous quality checks to insure the production of both high caliber instructional materials and domain-referenced tests. The criteria used at various editing and review stages are mentioned. An initial evaluation of the items is made, and problems inherent in the item generation procedure are offered. (Author/JY)

ED 121 281 IR 003 258

Hall, Keith A.

The Development and Utilization of Mobile CAI for the Education of Nurses in Remote Areas.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date Apr 76

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Computer Assisted Instruction, Costs, Higher Education, *Inservice Education, Inservice Teacher Education, *Mobile Educational Services, Nursing, Program Effectiveness Identifiers—Pennsylvania State University

In providing for inservice nursing educational opportunities, the obvious advantages of the computer-assisted instruction (CAI) mobile system are its inherent interactive quality and the flexibility of scheduling made available to those who are already working in a field. The rationale for the development of the system is based on the past and continuing success at Pennsylvania State in retraining inservice teachers via mobile CAI. Preliminary followup evaluation results have shown that teachers find the content useful and the delivery system very adaptable to their needs and would be willing to take additional courses by CAI. It is estimated that a single mobile van can facilitate 1,500 three-credit course completions annually at a cost of approximately \$60 per course or \$20 per credit hour for a fully amortized computer and mobile laboratory. (Author/JY)

ED 121 282 IR 003 259

Kennedy, Beth T. Newman, Murray A.

An Exploratory Study of the Effects of Games on the Development of Cognitive Skills in Young Children.

Pub Date Apr 76

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Affective Objectives, Children, Educational Games, Educational Research, Elementary Education, *Games, *Grade 1, *Problem Solving, *Thought Processes

Identifiers—Guilford's Structure of Intellect Model, Southwest Educational Development Laboratory, Thinking and Reasoning Program

The effect of games on the development of analytic thinking and problem-solving skills in young children was studied. Eight tasks were constructed, based on Guilford's Structure of Intellect Model, and a variety of commercial games were evaluated for their ability to promote analytic thinking, problem solving, and affective skills. Using students in first grade classrooms that were already involved in using a Thinking and Reasoning Program developed by the Southwest Educational Development Laboratory as subjects, the effect of the games was studied. A method of cognitive measurement was developed based on the Guilford Model and some subtests taken from already existing tests. Using this method in a loosely controlled experiment it was found that on two (object assembly and picture completion) of the eight activities the experimental group outperformed the control group, while on the remaining six tasks there was no significant difference. (JY)

ED 121 283 IR 003 260

Marion, Rodger

An Approach to Instructional Design Using Successive Models.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Educational Change, Educational Programs, *Health Occupations Education, *Instructional Design, *Models, Post Secondary Education, Teamwork

Identifiers—*Kentucky January Project

A method for planning educational program development was developed which draws all elements of the planning, design, execution, and evaluation of a program into one systematic unit. The approach uses successive models of what, how, and where people learn to provide strategies for the design of instructional sequences. The first step is a model of the structural organization of the behavioral outcomes which is a hierarchical illustration of how the behavior outcomes fit into an organized system of knowledge and skills. The second step is a model of the specific human mechanisms for learning, motivation, and attention that are utilized in the acquisition of the desired instructional outcomes. The third step is a model of the environmental structure necessary to facilitate the desired learning. The model was used on the Kentucky January Project which taught students about health care delivery systems and the teamwork approach to health care. (Author/JY)

ED 121 284 IR 003 261

Mayer, Richard E.

Differences in Breadth of Transfer Due to Advance Organizers and Subject Control of Frame Sequencing.

Pub Date Apr 76

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*College Students, Computer Science Education, Educational Research, Higher Education, Intermode Differences, *Models, Programed Instruction, Sequential Programs, *Transfer of Training

Identifiers—*Advanced Organizers, Learner Controlled Instruction, Pretraining

Eighty college students with no computer programming experience were the subjects of a study to determine the effects of the use of advanced organizers and subject control of instruction on performance. Students either received a logical or a scrambled sequence of instructional frames on computer programming, were either allowed to alter the order of the frames or were not, and either received pretraining with a concrete model of a computer or did not. On a test the students who had pretraining with the model and controlled the order of the instructional frames performed better on far transfer items: those with no model pretraining and experimenter controlled instructional frames performed better on straightforward problems. There were no reliable effects due to sequencing of frames. (Author/JY)

ED 121 285 IR 003 262

Tamowski, Henry J.

CMRE: Computer Managed Review and Examination.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Pub Date Apr 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Computer Assisted Instruction, *Criterion Referenced Tests, External Degree Programs, Flow Charts, Higher Education, *Inservice Education, Program Descriptions, Testing

Identifiers—*Computer Managed Review and Examination, Pennsylvania State University

The Computer Managed Review and Examination System (CMRE) is described as a sophisticated form of computer-managed instruction designed to meet the needs of students who

have some knowledge of the subject matter in a course of study, but may need to review material on some topics and increase their knowledge of others. The program incorporates a diagnostic pretest to identify which material the student should study, a computer managed review to help make up deficiencies, and a criterion-referenced comprehensive final examination. It also provides for supplementary examinations if the student fails to meet criterion for any particular module. The student learns from textual material "off-line" but interacts with the computer during the review session and during all tests. A flow diagram of the CMRE model and a detailed description of how a student would use it is included. (Author/JY)

ED 121 286 IR 003 263
Workshop on Systems Interconnections: Standardization, Uniformity and Co-ordination in Population/Family Planning Information Network (Kuala Lumpur, Malaysia, April 12-16, 1976).

Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand); Hawaii Univ., Honolulu. East-West Center.

Pub Date Apr 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Clearinghouses, Developing Nations, *Family Planning, Information Dissemination, *Information Networks, Information Sources, *Population Education, Program Descriptions

Identifiers—Asia, Economic Social Commission Asia Pacific, ESCAP, Pacific Region

The "information explosion" in the field of population has created a need for proper identification, systematization, dissemination, and utilization of population information. To help meet these needs in the Asian and Pacific regions, the Clearinghouse and Information Section of the Population Division of ESCAP (Economic and Social Commission for Asia and the Pacific) is developing a variety of research and action programs. The programs provide information via two regional networks: The Population Correspondents Network and the Population Documentation Centre/Library Network. The Population Correspondents Network is made up of key personnel engaged in the population field who provide ESCAP with up-to-date information about population activities in their organizations and countries. Other ESCAP activities include a bibliographic information exchange, compilation of a regional population and family planning thesaurus, training and consultation, development of microform services, translation services, and distribution of publications of current interest. (JY)

ED 121 287 IR 003 264
Dunyon, Eileen R.

A Curriculum Based Media Program Describing Media Techniques Developed at Oakdale School in Jordan School District.

Jordan School District, Sandy, Utah.

Pub Date 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Elementary Education, Elementary School Libraries, Guides, *Instructional Materials Centers, Instructional Media, Library Acquisition, Library Facilities, Library Instruction, Library Programs, Library Services, Library Technical Processes, Public Relations, *School Libraries, Secondary Education, Student Volunteers

Identifiers—*Media Centers, Oakdale School

Guidelines are provided for a curriculum-based school media program. A discussion of media center philosophy and the means of activating it is followed by the description of a three-phase program. Directions for phase 1 focus on physical arrangements and operating procedures for display, circulation, the card catalog, study areas, reference, periodicals, production, equipment, and professional materials. Technical processing of nonbook material is also described. Guidelines for a student media center aides program are outlined for phase 2 of the program, and procedures and instructions are provided for a media fair. Suggestions for media center interaction with students and teachers are given as phase 3. Library skill needs of children are also listed. The program is aimed primarily at the elementary school, but adaptations for high schools are included. (LS)

ED 121 288 95 IR 003 265

Roughton, Anne

An Outline of How to Plan for a Workshop.

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Guides, *Library Programs, Planning, Program Evaluation, Program Planning, *Workshops

A guide for planning a library workshop is presented in five parts: (1) the workshop planners, (2) planning the program, (3) the day of the workshop, (4) evaluation and followup, and (5) information sources. The bulk of the guide is part 2, planning the program, which covers needs assessment, objectives, audience definition, selection of time and place, equipment and materials, presentation techniques, speakers, budgeting, kit materials, display plans, announcements, and agenda. Most of the instructions are given in outline form as lists, questions, or brief directions. Appendixes contain a briefly annotated bibliography, definitions of selected terms, and questionnaires. (LS)

ED 121 289 IR 003 266

The Children's Book Showcase, 1976.

Children's Book Council, New York, N.Y.

Pub Date 76

Note—64p.

Available from—The Children's Book Council Inc., 67 Irving Place, New York, New York 10003 (\$5.95)

Document Not Available from EDRS

Descriptors—Awards, *Catalogs, *Childrens Books, Design, *Exhibits, Graphic Arts, *Illustrations, *Layout (Publications), Printing, Publishing Industry

Identifiers—Childrens Book Showcase

The Children's Book Council of New York presents outstanding books for 1976 in the Children's Book Showcase 1976 catalog. Selection criteria place heavy emphasis on illustration, typography, layout, binding, paper, printing, and reproduction, with vitality and originality also considered. The two-page spread for each of the 28 selections contains a brief critique of the book; a black-and-white illustration of a book page; and a listing of author, title, illustrator, publisher, editor, art director, designer, production director, printer, binder, page size and number, size of run, and price. Special information about illustration, type, paper, binding, endpapers, and book jacket is also included. (LS)

ED 121 290 IR 003 267

Wanger, Judith And Others

Impact of On-Line Retrieval Services: A Survey of Users, 1974-75.

System Development Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Note—292p.

Available from—System Development Corporation, 2500 Colorado Avenue, Santa Monica, California 90406 (ISBN-8-916368-01-7; \$15.00)

Document Not Available from EDRS

Descriptors—Bibliographies, Computer Programs, Cost Effectiveness, Costs, Data Bases, Information Centers, *Information Retrieval, *Information Services, Libraries, Library Role, Library Services, *On Line Systems, Personnel Needs, Personnel Selection, Publicize, *Use Studies

Over 1,250 users of 10 major on-line bibliographic information retrieval services were surveyed to assess the impact of such services on the library and information science community and its user community. The major topics considered in analyzing responses were: (1) respondent backgrounds; (2) methods of acquiring and promoting on-line services; (3) selection and training of staffs; (4) levels of use; (5) selection, access, and use of on-line systems; (6) selection and use of data bases; (7) costs; (8) major problems; and (9) major areas of impact. It was found that the services are being used primarily by libraries and information service centers in commercial organizations, universities, and federal government agencies. Searchers are primarily information intermediaries—librarians and information specialists. The use of search ser-

vices is generally considered cost-effective. The steady growth of these services will mean increased pressure for the development of the following services: (1) accommodation for a wide range of user expertise within the search systems; (2) new methods and wider availability of user training; (3) methods for recovering the costs of retrieval service with traditionally no-fee institutions; and (4) faster methods of acquiring full-text copies of materials indexed. (Author/PF)

ED 121 291 IR 003 268

Beale, Joel A. Jacobson, Charles

The Design and Early Use of an Information Retrieval System for a Growing Diversified Agribusiness Technical Community.

Pub Date Jun 75

Note—15p.; Paper presented at the Annual Meeting of the Special Libraries Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agribusiness, Cataloging, *Computer Programs, Coordinate Indexes, *Indexing, Information Retrieval, *Library Automation, Program Descriptions, Search Strategies, *Special Libraries

Identifiers—Peavey Company

A library specialist and a computer specialist were asked to collaborate to solve the problem of a growing and diversified in-house, technical library in a diversified agribusiness organization. A computer program was written to: (1) generate alphabetical catalogs of collections; (2) index documents by uniterms; and (3) to retrieve documents by index terms. Books, periodicals, and documents can be rapidly indexed, updated, added, or deleted; and printouts of the latest holdings can be obtained instantaneously. (EMH)

ED 121 292 IR 003 269

Culnan, Mary J.

An Automated Circulation System for a Small Technical Library.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the Special Library Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computer Programs, *Library Automation, Library Circulation, *Library Facilities, *Library Technical Processes, *Special Libraries

Identifiers—*Burroughs Corporation Library

The traditional manually-controlled circulation records of the Burroughs Corporation Library in Goleta, California, presented problems of inaccuracies, time time-consuming searches, and lack of use statistics. An automated system with the capacity to do file maintenance and statistical record-keeping was implemented on a Burroughs B1700 computer. Results proved to be efficient and economical. (EMH)

ED 121 293 IR 003 270

Haas, Jane Barker

It's Working! TIE (Total Interlibrary Exchange): A Library Network in Southern California That Is Really Working.

Pub Date Jun 75

Note—8p.; Paper presented at the Annual Meeting of the Special Libraries Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Libraries, *Interlibrary Loans, Library Circulation, *Library Collections, *Library Cooperation, *Library Networks, Library Services, Public Libraries, Special Libraries, Speeches

Identifiers—*Black Gold Cooperative Library System, Black Gold Information Center, California, Total Interlibrary Exchange

The Black Gold Cooperative Library System, an affiliation of six public libraries in southern California, and the Total Interlibrary Exchange, a group of 31 private libraries of all types, have mutually pledged to assist each other by sharing collections and by supporting a centralized information center. Member libraries are given access to the libraries at the University of California at Santa Barbara, and each member library also agrees to open its collection to other member libraries. The central information center processes all interlibrary loans. (EMH)

ED 121 294

IR 003 271

Loye, David

A Review of Research Bearing on the Impact of Television and Motion Pictures on Children and Adults.

University of Southern California, Los Angeles. Dept. of Psychiatry.

Pub Date Jun 74

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adolescents, *Adults, Audiences, Behavioral Science Research, Cable Television, Children, Closed Circuit Television, *Films, Mass Media, *Media Research, Programming (Broadcast), *Television Research, Television Viewing

Identifiers—Program on Psychosocial Adaptation and the Future, PSAF

Research literature relating to the power of dramatic television or movie entertainment for value, attitude, and behavior change is reviewed. Section 1 of this paper covers the research literature bearing on the effects of mass entertainment on adults, adolescents, and children. Section 2 briefly describes the research needs to be addressed by the Program on Psychosocial Adaptation and the Future's (PSAF) research project 1. A bibliography listing the over 100 items reviewed is included. (Author/PF)

ED 121 295

IR 003 272

Linepansel, Kenneth C.

On-Line Computer Literature Searching in the Small-To-Medium Size Research Library. A Comparison of Results in 1973 and 1974 Periods.

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the Special Libraries Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Data Bases, *Information Retrieval, Information Systems, *On Line Systems, Research Libraries, *Special Libraries, Speeches

Identifiers—*International Flavors and Fragrances Inc, SLA 75

The experience of the research library of International Flavors and Fragrances using on-line data bases is described. On-line searches of Chemical Abstracts condensates and other data bases are compared with the library's previous experience with manual indexes. Two tables show the number of literature searches conducted and the time required. (Author/DS)

ED 121 296

IR 003 273

O'Connell, Janet

The Growth of Regional Cooperation Among Special Libraries in the Southwestern Connecticut Area.

Pub Date Jun 75

Note—12p.; Paper presented at the Annual Meeting of the Special Libraries Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Industry, Libraries, *Library Cooperation, Library Services, Public Libraries, Regional Programs, *Special Libraries, Speeches, Union Catalogs

Identifiers—Connecticut, Multitype Library Cooperation, SLA 75, Southwestern Connecticut Library Group, SWCLG

When a corporation moves to the suburbs it often fails to take into consideration that the library facilities in that area are a vital information source for their in-house libraries. Librarians of newly-moved corporations in the Southwestern Connecticut area found only one library available: The Ferguson Library in Stamford. In order to achieve greater unity between the special libraries and to strengthen business and technical literature, the Southwestern Connecticut Library Group (SWCLG) was organized. A microfilm reader-printer and microfilm copies of scientific journals were purchased for the Ferguson Library and made available to all members. The group also conducted workshops to keep members in touch with new developments in the field of librarianship. The most important undertaking by the group was a computer-produced union catalog of periodical holdings. A brochure describing the SWCLG is included. (Author/DS)

ED 121 297

IR 003 275

Titus, Elizabeth A. Kelmenson, Connie

Special Libraries and Interlibrary Cooperation: The Problems of Bibliographic Access.

Pub Date Jun 75

Note—9p.; Paper presented at the Annual Meeting of the Special Libraries Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Libraries, Interinstitutional Cooperation, Interlibrary Loans, *Library Cooperation, Library Networks, Periodicals, Public Libraries, *Serials, *Special Libraries, *Union Catalogs, University Libraries

Identifiers—Michigan (Oakland County), *Multitype Library Cooperation

To facilitate resource sharing, a union list of serials held by libraries in Oakland County, Michigan, was compiled. A steering committee representing the special, academic, and public libraries in the county planned the project. Special arrangements were made to eliminate such barriers to special library participation as: lack of staff for special projects, limited public access to special library collections, and lack of standardization in serial records. It was discovered that serial resources in the community were greater than anticipated and that the vast majority of entries were unique—held by just one library. (PF)

ED 121 298

IR 003 276

Wood, Frances K.

KNOW (Knowledge Network of Wisconsin) and ISD (Information Services Division).

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date Jun 75

Note—8p.; Paper presented at the Annual Meeting of the Special Libraries Association (Chicago, Illinois, June 8-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Information Networks, *Information Services, Library Automation, Library Cooperation, Library Networks, *Library Reference Services, *Program Descriptions, *University Libraries

Identifiers—*Knowledge Network of Wisconsin, Wisconsin

To make scientific, technical, and management information available to the general populace of Wisconsin, the Information Services Division (ISD) of the Wisconsin Department of Public Instruction undertook a project to establish a one-stop center at the University of Wisconsin that could provide users access to more than a dozen campus libraries. To insure active participation, brochures announcing the service were distributed to all state libraries and to members of the business and industrial community. Presently, ISD has the capacity to do extensive manual and computer literature searches. (EMH)

ED 121 299

95

IR 003 277

Leifer, Aimee Dorr Lesser, Gerald S.

The Development of Career Awareness in Young Children.

Harvard Univ., Cambridge, Mass. Center for Research in Children's Television.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Jan 76

Grant—NIE-G-74-0057

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Awareness, Career Choice, *Career Education, *Childhood Attitudes, Commercial Television, Educational Television, Elementary Education, Identification (Psychological), Knowledge Level, Occupational Aspiration, Occupational Choice, Programming (Broadcast), *Role Perception, Self Concept, Stereotypes, Television, *Television Research, Vocational Interests

Information about what very young children know about careers is reviewed in order to determine levels of knowledge and to trace the development of career awareness. Then the following career awareness curricula for very young children are described: public and commercial television, instructional television, commercial film, and classroom-based instruction. Recommendations are made for research activities and educational programs which have the potential for increasing career awareness in young children. The goal of reducing occupational, racial, and sexual stereotypes is suggested in order to stimulate children to consider a wider range of occupations as well as to increase equity in the world of work. (CH)

ED 121 300

IR 003 278

The Thayer Collection; Its History, Significance and an Account of the Restoration Project.

Library Bulletin No. 13.

Military Academy, West Point, N.Y. Library.

Pub Date 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Books, *College Libraries, *Library Collections

Identifiers—Military Academy, New York (West Point), *Thayer Collection

Acquired for the United States Military Academy in the early nineteenth century, the Thayer collection embraces almost every discipline and comprises some 1,000 books and 500 charts and maps. A recent restoration of these manuscripts has emphasized maintaining the integrity of the originals. Among the volumes are works by Buffon, Diderot, Johnson, Lagrange, Lalande, Laplace, Legendre, and Montesquieu. (EMH)

ED 121 301

IR 003 279

Flinck, Rune

The Telephone Used in an Experiment of Distance Education at University Level. A Pilot Study.

Lund Univ. (Sweden). Dept. of Education.

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date 76

Note—57p.; Two-Way Communication in Correspondence Education, Pedagogical Reports Number 4

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Correspondence Study, Course Evaluation, Educational Research, Educational Technology, Experimental Programs, Extension Education, Higher Education, *Home Study, Independent Study, Instructional Media, Student Attitudes, *Teaching Methods, Telecommunication, Telephone Communication Systems, *Telephone Instruction

Identifiers—Sweden

In an experiment in distance education conducted at the University of Lund, Sweden, students taking a course in educational technology studied at home with the aid of correspondence material. To help the students, telephone instruction with a tutor was provided. Each telephone conversation was recorded as part of the study. Students had positive opinions about the telephone aspect of the course. They knew that their calls were recorded, but this did not affect them negatively. The telephone calls were interpreted using two different methods of content analysis, and it was found that the most common problems for students on home study were of a limited subject-matter nature actualized by the tutor. Practical, organizational, and administrative problems actualized by the students were of secondary importance. (CH)

ED 121 302

IR 003 280

Schipma, Peter B.

Research Toward Enhancing Retrieval Effectiveness.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date 9 Mar 76

Note—13p.; Paper presented at the Annual Meeting of the National Federation of Abstracting and Indexing Services (Columbus, Ohio, March 9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bibliographic Coupling, Bibliographies, Computer Programs, Cost Effectiveness, Data Bases, *Indexing, *Information Retrieval, *Information Systems, Library Automation, On Line Systems, *Relevance (Information Retrieval), *Search Strategies, Thesauri, Vocabulary

Identifiers—Computerized Searches, ITT Research Institute

Two programs addressed the development of information retrieval systems useful to a variety of users. One program was designed to examine aspects of indexing and information display. Experiments with different indexing and display systems revealed that for good relevance judgments, a display with full citation, keyboards, and abstract is necessary. However, the cost of searching abstracts is high, and adequate retrieval can be made using titles and keyboards. The second program was undertaken to improve computer-search quality and efficiency for large

bibliographic files. An algorithm was generated whereby citations are clustered for presentation to the user. Preliminary findings indicated that a term map is required which would project found vocabulary up the hierarchy toward greater generality. (CH)

ED 121 303 IR 003 281

Kaminecki, Ronald M. *And Others*
Searching CA Condensates, On-Line and Batch.
Pub Date 26 Aug 75

Note—13p.; Paper presented at the Annual Meeting of the American Chemical Society (Chicago, Illinois, August 26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Bibliographies, *Comparative

Analysis, Computers, *Cost Effectiveness, Data Processing, Information Dissemination, Information Processing, *Information Retrieval, Information Sources, Information Systems, Library Automation, Man Machine Systems, *On Line Systems, Relevance (Information Retrieval), Search Strategies, University Libraries

Identifiers—*Batch Mode Processing, Chemical Abstracts, Computerized Literature Searches, ITT Research Institute

Batch mode processing is compared, using cost-effectiveness, with on-line processing for computer-aided searching of chemical abstracts. Consideration for time, need, coverage, and adaptability are found to be the criteria by which a searcher selects a method, and sometimes both methods are used. There is a tradeoff between batch mode's slower access and lower hardware requirements and on-line's speed but greater expense. Both methodologies involve programs which are constantly changing and, therefore, require information personnel who can be retained easily. (CH)

ED 121 304 IR 003 282

Dodds, Dorothy *And Others*
Recommended Non-Stereotyped Software and Educational Materials.

Arizona State Univ., Tempe. Coll. of Education.
Pub Date Oct 75

Note—10p.; Prepared by the Software Committee for the Sexism in Education Conference (Tempe, Arizona, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Audiovisual Aids, *Bibliographies,

*Females, *Feminism, Filmographies, *Instructional Materials, Instructional Media, Males, Sex Discrimination, Sex Role, Sex Stereotypes, Womens Athletics, Womens Education, Womens Studies, *Working Women

Prepared by the participants of a conference on sexism in education, this bibliography lists instructional materials relating to the role of women in society. Each of the 60 listings gives the media type, the producer or author, the audience level, information about availability, a brief description of the contents, and some evaluative comments. (EMH)

ED 121 305 95 IR 003 283

Smith, Stanley V. *And Others*
Early Release Reports for: College and University Libraries, Public Libraries, School Libraries/Media Centers.

National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date Jan 76

Note—15p.; Not available in hard copy due to small print of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Libraries, Interlibrary Loans, Librarians, *Libraries, *Library Circulation, *Library Expenditures, *Library Facilities, *Library Surveys, Library Technicians, Public Libraries, School Libraries, Tables (Data), University Libraries, Use Studies

These brief reports prepared by the National Center for Educational Statistics precedes by several months the publication of the comprehensive results of a 1974 survey of 1,460 libraries in 50 states. The tables for college and university libraries include data on operating expenditures and numbers of staff for each state and for the entire United States. For public libraries, the first table presents the survey findings relating to operating expenditures organized by size of area served. Table 2 presents figures for circulation, interlibrary loans, and library resources; and

Table 3 gives data on numbers of library staff. (EMH)

ED 121 306 IR 003 284

Feurzeig, Wallace *And Others*
Higher Order Adaptive Training Systems. Final Report, May 1975-February 1976.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No.—NAVTRAEQUIPCEN-75-C-0104-4
Pub Date Feb 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Computer Assisted Instruction,

*Computer Programs, Diagnostic Teaching, *Educational Diagnosis, Error Patterns, *Flight Training, Instructional Systems, Instructional Technology, Learning Processes, Military Training, Protocol Materials, Simulation, *Simulators, Task Analysis

Identifiers—*Adaptive Training, Flight Instructor Protocols, ORLY

Instructor diagnosis of pilot trainee errors was studied in the context of instrument flying using a computer simulation system called ORLY. ORLY was used to record student pilot runs on a number of instrument flying tasks. These runs were subsequently replayed to instructor pilots who diagnosed student errors and hypothesized the underlying difficulties. Analysis of these instructor pilot protocols will guide the design of computer-based diagnostic procedures to be incorporated in ORLY. (CH)

ED 121 307 IR 003 285

How Libraries Can Play Power Politics at the National, State, and Local Levels.

Wisconsin Library Association, Madison.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date 5 Feb 76

Note—12p.; Edited Transcript of Program transmitted via the Educational Telephone Network (Madison, Wisconsin, February 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Federal Aid, Federal Legislation,

*Financial Support, Government Role, Librarians, *Libraries, Library Expenditures, Library Programs, Political Influences, *Political Power, Speeches

Identifiers—*American Library Association

Immediate and concentrated effort is required to secure adequate appropriations to maintain existing library programs and to extend library services to even greater numbers of users. Though President Ford seems unresponsive, the Congress has shown itself amenable to lobbying efforts on behalf of the nation's libraries. Lobbying should begin with the American Library Association's (ALA) representatives in Washington, and those efforts should be reinforced by letters from the ALA membership aimed at congressmen and legislative staff. Additional persuasion can be acquired by enlisting the support of civic groups, educational organizations, and labor unions. (EMH)

ED 121 308 IR 003 286

SOLINET Annual Report, 1974-1975.

Southeastern Library Network, Inc., Atlanta, Ga.
Pub Date 76

Note—42p.

Available from—Southeastern Library Network, Inc., Suite 820, 615 Peachtree Street, N.E., Atlanta, Georgia 30308

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Annual Reports, *Cataloging, Computer Oriented Programs, Interstate Programs,

*Library Automation, *Library Networks, Union Catalogs

Identifiers—OCLC, Ohio College Library Center, *SOLINET, Southeastern Library Network

The second annual report of the Southeastern Library Network (SOLINET) documents the initiation of shared cataloging service to member libraries. Reports from several libraries recount their experiences in using the services of the Ohio College Library Center (OCLC) through SOLINET. Then the training program used to instruct staff members of 86 SOLINET libraries on the use of OCLC is described. Two special projects—the Florida Union List of Serials and the Florida Computer Output Microform Catalog—and SOLINET's plans for the future are explained briefly. A summary of the actions of the SOLINET Board of Directors; lists of network

members, board members, staff members, and committee members; and the network's bylaws and financial statements are appended. (Author/PF)

ED 121 309 IR 003 287

DiMaggio, Paul Zapol, Nikki
Information Technologies and Control Over Learning: a Comparison of Classroom, Broadcasting and Industrial Settings. Research Summary. Working Paper 75-2.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-WP-75-2

Pub Date Apr 75

Note—49p.; For related documents see IR 003 288-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$10.90)

Document Not Available from EDRS

Descriptors—Classroom Materials, Computer Assisted Instruction, *Educational Policy, Educational Research, Educational Technology, *Educational Television, Industrial Education, Information Science, Instructional Materials, Instructional Media, *Public Policy, Public Television, Publishing Industry, Researchers, Research Methodology, *Research Projects, Tables (Data), Textbook Publications, *Textbooks, Textbook Selection

Identifiers—Educational Broadcasting, *Information Flow

As part of Harvard University's Program on Information Technologies and Public Policy, a research project attempted to understand the forces shaping the content and flow of instruction through traditional textbooks, educational television, and in-house generated materials. Work to date has emphasized assembling and interpreting descriptive materials, identifying significant factors, and focusing questions. Separate investigations of textbook publishing and of educational broadcasting have been partially completed. A comparison of the results of the two investigations is planned. This report contains a review of the research question, a summary of work to date, outlines of the investigations into textbook publishing and educational broadcasting, and a paper on industrial education and computer-assisted instruction. Additional appendices provide tabular data on expenditures for textbooks and public television. (EMH)

ED 121 310 IR 003 288

Berman, Paul J.
CATV Leased-Access Channels and the Federal Communications Commission: The Intractable Jurisdictional Question. Working Paper 75-6.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-WP-75-6

Pub Date 9 Jun 75

Note—72p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$10.90)

Document Not Available from EDRS

Descriptors—*Agency Role, *Broadcast Industry, *Cable Television, Censorship, Educational Television, *Federal Legislation, Freedom of Speech, *Government Role, Laws, Public Policy, Public Television

Identifiers—Broadcast Rights, *Federal Communications Commission, Regulatory Agencies

The Communications Act of 1934 has been cited as the justification for federal regulation of the growing cable television industry, but it has not ended the debate over the jurisdiction of regulating agencies and the First Amendment protections afforded to broadcasters. Because the authority of the Federal Communications Commission to regulate leased-access cable television channels is still in question, a new model for federal regulation has been proposed which: (1) questions present regulations and their consistency with the Communications Act of 1934, and (2) suggests that an issue of such public importance be opened to robust political debate. (EMH)

ED 121 311 IR 003 289

Berman, Paul J. Oettinger, Anthony G.
The Medium and the Telephone: The Politics of Information Resources. Working Paper 75-8.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-WP-75-8

Pub Date 15 Dec 75

Note—86p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$10.90)

Document Not Available from EDRS

Descriptors—Cost Effectiveness, Costs, Delivery Systems, *Economic Factors, Industrial Technology, Information Dissemination, *Information Networks, Information Processing, Information Science, Information Scientists, Information Services, *Information Systems, Media Technology, News Media, Public Policy, State of the Art Reviews, Tables (Data), *Telecommunication, Telephone Communications Industry, *Telephone Communication Systems

Identifiers—Common Carriers

An attempt was made to understand the political, economic, and technical factors that shape the web of world telecommunication. In the text, sections are devoted to the following topics: (1) technical traits of the network, (2) news media dependence on the network, (3) corporate consumers of information services, (4) pricing of information services, (5) the role of private-line services, and (6) policy questions. Arguments are frequently supported by charts and tabular data which trace the growth of the industry and describe its structure. (EMH)

ED 121 312

IR 003 290

Clipping, John H.

Who Gains by Communications Development? Studies of Information Technologies in Developing Countries. Working Paper 76-1.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-WP-76-1

Pub Date Jan 76

Note—120p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$10.90)

Document Not Available from EDRS

Descriptors—*Case Studies, Communication Satellites, *Developing Nations, *Educational Technology, Educational Television, Experimental Programs, Innovation, Media Technology, Participant Satisfaction, Program Descriptions, Public Policy, *Social Change, *Telecommunication

Identifiers—Algeria, El Salvador

To identify the distribution of benefits that accrue from introducing communications technology in developing societies, two case studies were undertaken. The first case looks at telecommunications development in Algeria where telecommunications systems are being rapidly introduced to speed up industrialization and where a satellite system is in use to promote regional development. The second case study is of educational television in El Salvador. In both cases, it was found that the government was the primary beneficiary. The introduction of new technology led to a greater concentration of power, increased centralization, and a growing technocratic elite, but in neither case did the technology have a salutary effect on the problems of undereducation, underproduction, or national strife. (EMH)

ED 121 313

IR 003 291

Lavey, Warren G.

Toward a Quantification of the Information/Communication Industries. Publication No. 74-2.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-P-74-2

Pub Date 20 May 74

Note—114p.; For related documents see IR 003 287-297

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—Broadcast Industry, Cable Television, *Communications, Computers, Employment Patterns, Films, Income, Information Science, Information Sources, *Mass Media,

*National Surveys, Newspapers, Periodicals, Publishing Industry, Radio, *Statistical Data, *Tables (Data), Telephone Communications Industry, Television

Identifiers—Postal Service, Telegraph Industry, *United States

A national survey was made to collect data about the information/communication industries in the United States today. Eleven industries were studied: television, radio, telephone, telegraph, postal service, newspaper, periodical, book publishing and printing, motion pictures, computer software, and cable television. The data collection scheme used four categories: revenues and net income, employment and compensation, messages handled, and other industry descriptors. The reports on the industries are organized in three parts. First, a cover page summarizes the data in the four categories of the data scheme. Second, a section of footnotes concerning the data on the cover page is presented, consisting of references to the source of the data cited, comments on the data item, and presentations of alternative and additional data. Finally, a set of tables concludes each section and amplifies the material found elsewhere in the analysis. (JY)

ED 121 314

IR 003 292

Oettinger, Anthony G. Shapiro, Peter D.

A Dialogue on Technology Assessment; The Video Telephone Critique and Rejoinder. Publication No. 75-1.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-P-75-1

Pub Date 6 Jan 75

Note—16p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—Book Reviews, *Futures (of Society), Technological Advancement, *Telephone Communications Industry, Video Equipment

Identifiers—Picturephone, *Video Telephones

A critique is presented of a book which discusses the video telephone. The critique takes issue with the authors' prediction of the technological inexorability of the video telephone. They also disagree with the book's statements about the impact of the video telephone on the communications behavior of individuals and industries throughout the United States. A rebuttal by the authors of the book is given, followed by an epilog by the critique's authors. (JY)

ED 121 315

IR 003 293

Oettinger, Anthony G. Shapiro, Peter D.

Information Industries in the United States. Publication No. 75-3.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-P-75-3

Pub Date May 75

Note—7p.; For related documents see IR 003 287-299; Reprinted from the "1975 Britannica Book of the Year"

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—*Communications, *Industrial Structure, *Information Science, Mass Media, Public Policy, State of the Art Reviews, Technological Advancement

Identifiers—Information Industries, United States

A review of the state of information industries in the United States is presented which discusses the industries themselves, the structure of information industries markets, the problems of privacy and access to information, and public control over media content. The article also reviews briefly some of the other key questions in the field of information services industries. (JY)

ED 121 316

IR 003 294

Berner, Richard Olin

Constraints on the Regulatory Process: A Case Study of Regulation of Cable Television. Publication No. 75-5.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-P-75-5

Pub Date Aug 75

Note—138p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—Agency Role, Broadcast Industry, *Cable Television, *Case Studies, Decision Making, *Federal Government, Governmental Structure, *Government Role, *Organizational Effectiveness

Identifiers—*Federal Communications Commission, Regulatory Agencies

A case study approach is used to extensively examine the process by which the Federal Communications Commission (FCC) has regulated cable television. A chronological accounting of cable regulation suggests the constraints under which regulation has taken place. An examination of extra-agency groups which constrain the commission's regulatory choices argues that cable regulations are significantly influenced by pressures from outside the FCC. Constraints on the implementation of cable regulations are explored, especially those which arise from intra-agency attitudes, procedures, and politics. (JY)

ED 121 317

IR 003 295

Mosco, Vincent

The Regulation of Broadcasting in the United States: A Comparative Analysis. Publication No. 75-6.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-P-75-6

Pub Date Aug 75

Note—294p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—Agency Role, *Broadcast Industry, Cable Television, *Decision Making, Federal Government, *Government Role, Innovation, *Organizational Effectiveness, Radio, Television, United States

Identifiers—*Federal Communications Commission, FM Radio, Frequency Modulation Radio, Regulatory Agencies, Subscription Television, UHF Television, Ultra High Frequency Television, United States

An analysis of the American system of broadcasting and its regulation by the Federal Communications Commission sought to compare decision-making processes and outcomes in four cases involving innovations in the broadcasting market. The innovations, which were chosen to exemplify common elements in the commission's decision-making, included frequency modulation (FM) radio, ultra-high frequency (UHF) television, cable television, and subscription television. A number of perspectives were considered in making the assessment, focusing on the organization as a maximizer of specific values, the organization in the context of a number of interacting organizations, the internal operations of the focal organizations, and attempts to circumvent the dominant assumption that a focal unit attempts to maximize the attainment of values. In conclusion, the report reviews various proposals to reform the system of broadcast regulation in the United States. (JY)

ED 121 318

IR 003 296

Kalba, Kas

City Meets the Cable: A Case Study in Technological Innovation and Community Decision-Making. Publication 75-7.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Report No.—HU-PITPP-P-75-7

Pub Date Sep 75

Note—281p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—*Cable Television, *Case Studies, *City Government, City Planning, City Problems, Community Involvement, *Decision Making, Innovation, Models, Technological Advancement, Urban Areas

Identifiers—Franchises, *Ohio (Cincinnati)

The cable television decision-making process in Cincinnati, Ohio between 1969 and 1974 was investigated in detail. Data were obtained primarily through a series of open-ended interviews with various decision-making participants, including members of a Task Force on Urban Cable Communications, members of the city council and municipal agencies, prospective cable franchise applicants, community leaders, and task force consultants. Other data gathering activities included examination of related documents such as the task force's report and minutes, city council resolutions, ordinance drafts, consulting studies, and newspaper articles. Surveys of cable television policy reports and of the status of decision-making in the 50 largest cities were also completed, along with reviews of the industrial, regulatory, and municipal evolution of cable television and of urban responses to other technological innovations. The data were used to analyze in detail the dynamics of municipal cable television decision-making, to evaluate several prescriptive models of cable television decision-making, and to examine the generic problem of community planning and control of technological innovation. (JY)

ED 121 319 IR 003 297
Seipp, David J.

Privacy and Disclosure Regulation of Information Systems; A Bibliographic Survey. Publication 75-8.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.
Report No.—HU-PITPP-P-75-8

Pub Date 24 Nov 75
Note—73p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—*Bibliographies, Civil Rights, Computer Science, *Confidentiality, Confidential Records, Data, Data Bases, Data Processing, Government Role, Information Networks, Information Science, Information Storage, *Information Systems, Personnel Data, *Public Policy, Statistical Data, Student Records

Identifiers—Bank Secrecy Act 1970, Buckley Amendment, Fair Credit Reporting Act 1970, Freedom of Information Amendment, Privacy Act 1974, United States

Concern is growing over the problems of freedom of information, individual right to privacy, and automated recordkeeping systems. As a guide to policy considerations for overview and for detail, this extensive structured bibliography of privacy and disclosure literature adopts a topical scheme, dividing the subject first into governmental and nongovernmental information and then into 12 kinds of information systems. In the area of government, the bibliography is divided into crime information, public information, personal information, statistical information, political information, and tax information. In the nongovernmental area, the citations are divided into credit information, financial information, medical information, personnel information, commercial information, and school information. Under the topic of transfer of information, material is divided into that which deals with interconnection of computers and that which deals with Social Security numbers as standard universal identifiers. Each of the subcategories which make up the main body of the paper is introduced by a short narrative sketch of the background and mid-1975 status of that information area. A summary of state laws on privacy and disclosure is appended. (JY)

ED 121 320 IR 003 298
Mosco, Vincent

Performing Regulation: The FCC and Innovations in the Broadcasting Market. Publication 76-2.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.
Report No.—HU-PITPP-P-76-2

Pub Date Feb 76
Note—45p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—*Agency Role, *Broadcast Industry, Cable Television, Decision Making, *Federal

Government, Government Role, Innovation, *Public Policy, Radio, Television
Identifiers—*Federal Communications Commission, Frequency Modulation Radio, Regulatory Agencies, Subscription Television, Ultra High Frequency Television

A review was made of the regulatory history of frequency modulation (FM) radio, ultra high frequency (UHF) television, cable television (CATV) and subscription television (STV), in order to appraise the Federal Communications Commission's decision-making process and the many proposals that have been made over the years to improve it. The study identified significant parallels in approach to problems and their resolution that transcend the specific circumstances of each case. These parallels are illustrated by showing how complexity induced a restrictive response to FM, UHF, CATV, and STV. (JY)

ED 121 321 IR 003 299
Read, William H.

Foreign Policy: The High and Low Politics of Telecommunications. Publication 76-3.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.
Report No.—HU-PITPP-P-76-3

Pub Date Feb 76
Note—34p.; For related documents see IR 003 287-299

Available from—Program on Information Technologies and Public Policy, 200 Aiken Computation Lab., Harvard University, Cambridge, Massachusetts 02138 (\$23.40)

Document Not Available from EDRS

Descriptors—Communications, Foreign Policy, *Information Networks, Information Storage, Information Utilization, *International Organizations, Public Policy, State of the Art Reviews, *Telecommunication

The rise of international telecommunications reflects the growth of so called "transnational" activities engaged in by border-spanning organizations, such as multinational enterprises, cross-cultural affinity groups, and even military commands. To reevaluate the process by which telecommunications foreign policy is made, this study reviews the changing communications conditions, the policy process, and specifically, the policy process in the United States. A review of the state of international telecommunications, new conditions in international telecommunications, and the resulting new policy questions is also provided. The review focuses on the questions which policy makers face in the area of control of international telecommunications in a period when there is a proliferation of telecommunications capacity and when the political environment affects the flow of information across borders. (JY)

ED 121 322 IR 003 306
Aroeste, Jean And Others

UCLA Working Group on Public Catalogs. Final Report.

California Univ., Los Angeles. Library.
Pub Date 5 Jan 76

Note—21p.; For related documents, see IR 003 307-309; Prepared by the UCLA Working Group on Public Catalogs

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Book Catalogs, Cataloging, *Catalogs, Costs, Indexing, *Library Automation, Library Research, *Library Technical Processes, *On Line Systems, Research Libraries, *University Libraries

Identifiers—*University of California Los Angeles

Though recent technological developments have promised solutions to the costly problems of expanding card catalogs and changing cataloging practices, at the University of California libraries the problems have been compounded by a desire to stay compatible with the changing conventions of the Library of Congress and by an increasingly stringent budget. The reports of three committees at the University of California at Los Angeles (UCLA) led to a decision in favor of the long-term goal of an on-line public catalog for all the UCLA libraries, with the intermediate goal of retaining the present public card catalogs until the on-line system is well established. This report reviews the essential criteria used to make that decision, including the advantages of the system, its relation to existing systems, problem areas, and costs. (EMH)

ED 121 323 IR 003 307

Eckert, Bob And Others

Format, Content, Rationale of Public Catalogs at

UCLA. Subgroup A; Interim Report.

California Univ., Los Angeles. Library.

Pub Date Jul 74

Note—68p.; For related documents, see IR 003 306-309; Prepared by the UCLA Working Group on Public Catalogs; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Book Catalogs, *Cataloging, *Catalogs, Indexing, Library Automation, Library Research, *Library Surveys, *Library Technical Processes, Questionnaires, Serials, Union Catalogs, *University Libraries, Use Studies

Identifiers—*University of California Los Angeles

To study the format, content, and rationale of public catalogs used at the University of California at Los Angeles (UCLA) libraries, a questionnaire was sent to each of the campus libraries. The data collected included information on: 1) number of volumes in the library's collection; 2) number of drawers in its catalog; 3) physical arrangement of the catalog; 4) organizational arrangement of the catalog; 5) filing rules used; 6) personnel involved in creating and maintaining the catalog; 8) supplementary files maintained; and 9) referrals to other collections. This report gives a library-by-library summary of the findings for each factor investigated. (EMH)

ED 121 324 IR 003 308
Bullock, Connie And Others

State of the Art and Alternatives. Subgroup B; Interim Report.

California Univ., Los Angeles. Library.

Pub Date Jul 74

Note—68p.; For related documents, see IR 003 306-309; Prepared by the UCLA Working Group on Public Catalogs

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Book Catalogs, Cataloging, *Catalogs, Costs, Indexing, *Library Automation, Library Equipment, Library Facilities, Library Research, Library Technical Processes, Microforms, On Line Systems, *Research Libraries, *State of the Art Reviews, *University Libraries

Identifiers—University of California Los Angeles

Considering alternative physical formats for the public card catalogs currently used in the University of California at Los Angeles libraries, a study group at began by investigating six possibilities: 1) cards; 2) photographically-produced catalogs; 3) typeset-printed catalogs; 4) computer-produced catalogs; 5) microform or video catalogs; and 6) on-line terminal access. Each system was considered in terms of 13 possible decision factors which included ease of use, equipment requirements, and conversion and maintenance costs. Tables comparing the 13 decision factors for the 6 catalog formats and an extensive annotated bibliography are included. (EMH)

ED 121 325 IR 003 318
Comstock, George

Television and the Young: Setting the Stage for a Research Agenda.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 75

Note—18p.; Paper presented at the Conference "Research on Television and Children and Youth, What are the Priorities?" (Reston, Virginia, November 5-7, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Science Research, Children, Financial Support, Research Methodology, *Research Needs, Social Development, *Socialization, Speeches, *Television, *Television Research, Television Viewing

Identifiers—Federal Communications Commission, Federal Trade Commission

Until the 1960's, the prevailing view within the scientific community was that television was a relatively unimportant influence, but studies have shown that television does have an important effect on the behavior of its viewers, particularly aggressive behavior. Consequently, recent research has focused on the role of television in the socialization process, although support for such research has been sparse. Of special importance is research that will lay the foundation

for Federal Communications Commission and Federal Trade Commission rulings that affect the content of television broadcasts. Since the impact of broadcast media in the future will probably be much broader and subject to less central control, it is important that present decisions be based on solid research. (EMH)

ED 121 326

IR 003 321

The Selling of a Network.
Pub Date Jan 76

Note—6p.; Paper presented at the Winter Conference of the Association for the Development of Computer-Based Instructional Systems (Santa Barbara, California, January 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Computer Assisted Instruction, Computer Programs, Health Education, *Health Occupations Education, *Information Networks, *Marketing, *Medical Education, Medical Schools, National Programs, Publicize, *Shared Services, Workshops

Identifiers—*Health Education Network Users Group, Lister Hill Network, Massachusetts General Hospital, Ohio State University Medical School

The Lister Hill Network was a federally supported program designed to share computer-assisted instruction (CAI) programs among health science institutions through a national computer network. In May 1975, federal support of the program was discontinued. At that time, the Health Education Network Users Group (HENUG) was formed to insure the continuation of the network. With the loss of federal funding, the costs of accessing the CAI program rose, with the result that some of the past users could not absorb the increased costs. To keep the network functioning it was necessary to make an intensive effort to gain new members and increase utilization. To accomplish this goal, HENUG sought the advice of professional marketing consultants who recommended extensive workshops and the development of promotional aids in the form of a brochure, a display, and a media presentation. The workshop suggestion proved to be too expensive to implement, but the suggestion to develop promotional materials was carried out. It appears that marketing activities will have to be continued in order to insure the continued existence of the network. (JY)

ED 121 327

IR 003 323

Carlson, Mary S., Ed. And Others

The Options Handbook; Communicating with Prospective Students About Postsecondary Educational Options. Summary and Recommendations.

National Student Educational Fund, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Bound Students, *Costs, Counseling Services, Decision Making, *Educational Counseling, Females, Financial Needs, Financial Support, Guides, Higher Education, *Information Dissemination, *Information Needs, Information Systems, Minority Groups, Post High School Guidance, Post Secondary Education, *Secondary School Students, Student Needs

Identifiers—California, Illinois, New York, Oregon, *Student Information Gap Project, Wisconsin

A study conducted by 19 student researchers under a grant from the Fund for the Improvement of Postsecondary Education, concluded that very little information is designed to aid students to make a choice for their future. Three separate publications resulted, called the "Options Handbooks." Material from these handbooks is synthesized here. The summaries review the information needs of post secondary students in the context of recent consumer protection debates, review the need for financial resources information and give examples of dissemination strategies in five states and at the national level, and discuss the relation between the roles of information and counseling, with the focus on how to assist students in developing their decision-making abilities. Fifty-nine references are included. (Author/DS)

ED 121 328

IR 003 324

Rappaport, Wanda Olenbush, Elizabeth

Tailor-Made Teaching through TICCIT.

Mitre Corp., McLean, Va.

Pub Date 75

Note—16p.; Photographs will reproduce poorly

Journal Cit—Mitre Matrix; v8 n4 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, *Computer Assisted Instruction, Computers, Deaf Education, Handicapped Students, Higher Education, *Individualized Instruction, Military Training, Severely Handicapped

Identifiers—Minicomputers, *TICCIT

Time-shared, Interactive, Computer-Controlled Information Television (TICCIT) is a computer-based system of instruction designed to provide low-cost, high-quality education that is completely individualized. Using inexpensive minicomputers, color television sets, and typewriter-like keyboards, TICCIT can serve as many as 128 students simultaneously. The system is designed to substitute for classroom instruction. It permits efficient use of instructional space, frees instructors from routine teaching tasks, and provides more flexible scheduling for individual students. TICCIT courses in English composition and mathematics have been installed in community colleges in Virginia and Arizona, and TICCIT courses form part of the curriculum of Brigham Young University. TICCIT systems are being used for training at several military installations. The newest application of TICCIT is in the area of special education. TICCIT programs serve severely handicapped, homebound children in Amherst, New York, and deaf students at the Model Secondary School for the Deaf in Washington, D.C. (Author/PF)

ED 121 329

IR 003 327

Hall, Homer J.

Generalized Method for the User Evaluation of Purchased Information Services. First Quarterly Report (June 27 to September 30, 1975).

E Exxon Research and Engineering Co., Linden, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 17 Oct 75

Note—13p.; For related documents see IR 003 328-329; Prepared by Government Research Laboratory

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cost Effectiveness, Costs, *Decision Making, *Information Services, *Library Material Selection, Matrices, Sciences, Special Libraries, Technology, *Use Studies

The first year of a two-year project to develop a method for user evaluation of purchased scientific and technical information services was directed at those services which provide information without interpretive evaluation or analysis. Using a case history approach, factors were identified to be used in composing a matrix of parameters and variables for the user to apply in selecting between competing services of this type. The matrix approach was selected because of the varying importance of quantitative, qualitative, and business judgement factors to different types of decision maker. (Author/PF)

ED 121 330

IR 003 328

Hall, Homer J.

Generalized Method for the User Evaluation of Purchased Information Services. Report Number Three; Monthly Report (October 1 to November 30, 1975).

E Exxon Research and Engineering Co., Linden, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 11 Dec 75

Note—11p.; For related documents see IR 003 327-329; Prepared by Government Research Laboratory

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Branch Libraries, Cost Effectiveness, *Decision Making, Indexes (Locators), *Information Services, *Library Material Selection, Library Research, Research Libraries, Sciences, Special Libraries, Technology, University Libraries, *Use Studies

Identifiers—E Exxon Research and Engineering Company

Four case histories were studied in an on-going project to develop a method for user selection of

purchased scientific and technical information services. The issues involved were: (1) the value of computer search services to a small branch of a company technical library; (2) the special decision-making factors used for selecting items of very high or low costs; (3) the judgement factors applied when purchasing expensive special topic bulletins; and (4) the differences in work environment and other variables between a university science library and an industrial research library. A survey of usage patterns for scientific and technical information services at the Exxon Research and Engineering Company Central Library was planned. (PF)

ED 121 331

IR 003 329

Hall, Homer J.

User Selection of Purchased Information Services. Interim Technical Report (June 1975-January 1976).

E Exxon Research and Engineering Co., Linden, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 15 Mar 76

Note—16p.; For related documents see IR 003 327-328; Prepared by Government Research Laboratory

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cost Effectiveness, Decision Making, *Information Needs, *Information Services, Interviews, *Library Material Selection, Research Libraries, Sciences, Special Libraries, Technology, *Use Studies

Interviews conducted in the first phase of a project to develop a method for user selection of purchased scientific and technical information services identified a number of relationship among different populations of users. Research scientists, engineers, and patent attorneys want convenient access to original data identified in the search. Professional searchers select from a wider range of services. Their selection emphasizes the convenience of indexing methods or access to information available and the amount of training and time required to use each service to advantage. Information managers consider the budget questions of cost, time, and facilities and the feedback from users of all the services available. To this they add their own judgements of reputation, consistent standards of quality, and flexibility to meet the changing needs of specific users concerned. Also identified as a factor in the selection process was the rapid growth of scientific and information services which may be reaching a point where as many must shrink as can expand. (Author/PF)

ED 121 332

IR 003 330

Danilov, V. J. And Others

Report of the Panel on Economics of the Science Information Council.

National Science Foundation, Washington, D.C. Science Information Council.

Pub Date Jan 73

Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Abstracting, *Cost Effectiveness, *Economic Factors, Federal Aid, Federal Programs, Indexing, *Information Services, Libraries, Mathematical Models, Publishing Industry, Scholarly Journals, *Sciences, Special Libraries, Technology, *Use Studies

Scientific and technical information services cost the federal government close to a billion dollars a year and cost further large sums to other sectors of the economy. Unless the relationship of benefit to cost for these services is quantitatively understood, there are dangers of enormous waste in some areas or of the passing up of enormous net benefits in others. Very little has been done toward the assignment of a monetary value to these benefits. It should be possible to develop rough but useful quantitative measures for the benefits delivered by many kinds of information services by combining theoretical analysis with suitably gathered empirical data on the response of the user community to these or related services. The two most useful sources of information on quantified judgements of value by users are market response—what users, as individuals or through their organizations, are willing to pay for an information product or service—and investment of time by individual users. To obtain these value measures, extensive data on the markets for information services and on the habits of their users will be needed, as well as sophisticated

theoretical analysis of markets and of the interaction of different modes of information transfer. (Author/FF)

ED 121 333 IR 003 334
The BALLOTS Project: Final Report to the National Endowment for the Humanities; September 1, 1972-January 31, 1975.

Stanford Univ., Calif. Stanford Center for Information Processing.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Oct 75

Note—80p.; For related documents, see IR 003 333-335

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Cataloging, Computer Oriented Programs, *Computer Programs, Electronic Data Processing, Information Processing, Information Systems, Library Acquisition, *Library Automation, *Library Networks, Library Services, Library Technical Processes, On Line Systems, Program Descriptions, *University Libraries
 Identifiers—BALLOTS, *Bibliographic Automation Large Library Operations, Stanford University Libraries

BALLOTS is a computerized system to support acquisitions and cataloging in the Stanford University Libraries. The system is divided into ten computerized functions, each supporting a specific type of library processing. The library staff communicates on-line with the system using four on-line files for searching: the MARC file, the In Process File, the Catalog Data File, and the Reference File. The files are identified and restricted by library; this allows multi-library access to BALLOTS files but only the library owning the file can update its records. The system has been in operation since November, 1972, and 90% of the technical processing is now automated. (CH)

ED 121 334 52 IR 003 337
Pritsky, Richard C.

NORWELD; Northeast Library District Second Annual Report, January 1, 1975 to December 31, 1975.

Northwest Library District, Bowling Green, Ohio.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Ohio State Library, Columbus.

Pub Date 10 Mar 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Annual Reports, Audiovisual Aids, Films, *Interlibrary Loans, Library Administration, Library Circulation, *Library Networks, *Library Programs, *Library Reference Services, Library Surveys, *Public Libraries, Public Relations, Questionnaires, Staff Improvement, Statistical Data

Identifiers—Multitype Library Cooperation, Northwest Library District, NORWELD, Ohio

In this annual report for 1975, an overview is provided of the activities of the Northwest Library District (NORWELD) while supported by Library Services and Construction Act funds granted by the State Library of Ohio. The programs covered are reference and interlibrary loan, media, staff development, public relations, and administration. Appendixes include: 1) a questionnaire distributed to 51 NORWELD libraries concerning reference and interlibrary loan information; 2) an evaluation questionnaire for member libraries; and 3) statistical data on interlibrary loans, film programs, and media circulation. (DS)

ED 121 335 IR 003 338
Book Selection Criteria. Milwaukee Public Library System.

Milwaukee Public Library, Wis.

Pub Date 75

Note—228p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—*Audiovisual Aids, *Books, Criteria, Guidelines, Instructional Materials, Librarians, Library Acquisition, Library Collections, *Library Material Selection, Manuals, Public Libraries, Reference Materials, Serials
 Identifiers—*Milwaukee Public Library, Wisconsin (Milwaukee)

Listed are criteria used for selecting books and other materials for inclusion in the collection of the Milwaukee Public Library System. An overview of the selection process is given, and special selection criteria are given for each media type.

Selection criteria also are enumerated for each subject area. General guidelines are suggested, and, in some cases, specific reference materials and serials are recommended. Special selection tools available in a subject area are also mentioned. (EMH)

ED 121 336 IR 003 340

Montgomery, A. C., Comp.

Acronyms and Abbreviations in Library and Information Work: A Reference Handbook of British Usage.

Library Association, London (England).

Report No.—ISBN-0-85365-218-X

Pub Date 75

Note—97p.

Available from—Publications Department, The Library Association, 7 Ridgmount Street, London WC1E 7AE (2.50 English pounds)

Document Not Available from EDRS

Descriptors—*Abbreviations, *Dictionaries, *Documentation, Guides, Information Science, Information Services, Library Associations, Library Programs, *Library Science
 Identifiers—*Acronyms, Great Britain

This handbook provides a reference listing of the acronyms and abbreviations encountered in the British literature of librarianship and documentation, and selectively in the fields of commercial book trade, management, education, and computing. The coverage includes projects, organizations, associations, information services, and technical terms. Acronyms are listed alphabetically and expanded into the official version. Cross references are supplied when organizations have changed their names, and foreign language expansions are translated where an official translation is known. (EMH)

ED 121 337 IR 003 341

Flaherty, Kevin

Ohio Library Development and Interlibrary Cooperation.

Ohio State Library, Columbus.

Pub Date Oct 75

Note—53p.; Paper presented at the Interlibrary Cooperation Planning Institute (Columbus, Ohio, October 26-28, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—College Libraries, Financial Support, Government Role, *Libraries, *Library Cooperation, Library Expenditures, Library Facilities, Library Networks, Library Planning, Library Programs, *Public Libraries, School Libraries, Special Libraries, State Aid, State Government, *State Libraries, *State Programs, Tables (Data), University Libraries
 Identifiers—Multitype Library Cooperation, *Ohio

Background information is provided to give an overall picture of the status of Ohio's libraries. The demographic, economic, and governmental characteristics of Ohio are discussed, and the financial and organizational structure of the state's libraries are examined in detail. Interlibrary cooperation and the role of state and federal governments are also discussed. Findings are amply supported by graphs and tabular data. (EMH)

ED 121 338 95 IR 003 342

An Alerting Service Bibliography on Libraries and Media. Number Six.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Contract—NIE-C-74-0027

Note—9p.

Available from—ERIC Clearinghouse on Information Resources, SCRDT, Stanford University, Stanford, California 94305 (Self-addressed, stamped \$0.39, 9-by-12 inch Manila Envelope)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Instructional Media, *Libraries, *Library Science
 This bibliography includes copyrighted materials that were sent to the Educational Resources Information Center (ERIC) Clearinghouse on Information Resources for processing and review, but which were not applicable for inclusion in Resources in Education, ERIC's regular monthly catalog. Books are arranged by major subject areas, using ERIC descriptors. Each of the 45 listings includes the author, title, publisher, and a one-sentence synopsis of the contents. (EMH)

ED 121 339

Allen, Lawrence A.

Continuing Education Needs of Special Librarians.

Special Libraries Association, New York, N.Y.

Report No.—ISBN-0-87111-222-1; LC-74-9805

Pub Date 74

Note—54p.; SLA State-of-the-Art Review Number 3

Available from—Special Libraries Association, 235 Park Avenue South, New York, New York 10003 (\$6.00)

Document Not Available from EDRS

Descriptors—*Inservice Education, *Librarians, *Library Education, Library Research, Library Skills, Literature Reviews, Post Secondary Education, *Professional Continuing Education, Research Projects, *Special Libraries
 Identifiers—*Special Libraries Association

In an attempt to define the need of special librarians for continuing professional education to maintain and upgrade their skills, the Special Libraries Association (SLA) undertook an examination of the relevant literature. The scarcity of literature led the SLA to identify two areas for further research: 1) what educational methods would best meet the needs of learners; and 2) how the further education of librarians can satisfy the needs of library organizations. The continuing educational needs of special librarians were placed in five categories: identity and philosophy; administrative-management; changing technology; basic library skills; and specialized needs. This report summarizes the current state of the literature on the topic and provides a bibliography of over 100 items relating to continuing professional education. (EMH)

ED 121 340 95 IR 003 344

Chase, Judith Wragg

Reinforcement of a Black Cultural Museum Through the Development of Its Library Resources in the Field of Black Studies to Provide Educational and Research Material With a Wide Application. Interim Report.

Miriam B. Wilson Foundation, Sullivan's Island, S.C.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No.—L0008JA

Pub Date 12 Mar 76

Grant—OEG-0-74-7309

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—African American Studies, Archives, Books, Cataloging, *Library Collections, Library Programs, *Museums, *Negro Culture, *Negro History, Photographs, *Reference Materials, Slavery, Special Libraries

Identifiers—*Old Slave Mart Museum of Black Heritage

A project was undertaken to analyze, identify, and catalog materials in the collection of the Old Slave Mart Museum of Black Heritage of Sullivan's Island, South Carolina. The collection, begun in 1937, emphasizes the contributions to American culture made by Afro-American slaves. An initial inventory of 25,000 items has been cataloged. Though funds were not available to open the library to the public, plans were made to make materials available to schools, instructional programs, and special bicentennial programs. (EMH)

ED 121 341 IR 003 345

Computer-Based Information Resources for the United States House of Representatives; Committee on House Administration, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on House Administration.

Pub Date 1 Sep 75

Note—197p.; Prepared by the House Ad Hoc Subcommittee on Computers

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.20)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Computer Programs, *Computers, Data Bases, Information Dissemination, *Information Retrieval, *Information Services, *Information Sources, Information Storage, Information Systems, *Legislators, On Line Systems, Time Sharing

Identifiers—Computer Hardware, *House of Representatives

This publication provides members of the House of Representatives information about the range of on-line computer services and data bases available for their use. Section 1 is an introduction. Section 2 describes the nature and general functions of time-sharing services, information systems, and data bases discussed in the document. Section 3 provides a description of communication facilities and office terminals available to Congressmen. Section 4, organization and information resources describes the format used in the appendixes to describe each information resource. The appendixes provide descriptions of information services and resources organized by subject area. (CH)

ED 121 342 52 IR 003 346

Stone, Elizabeth W. And Others

Special CLENE Report for the Period January 1-31, 1976.

Continuing Library Education Network and Exchange, Washington, D.C.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date 9 Feb 76

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Information Scientists, *Inservice Education, *Librarians, Libraries, *Library Associations, *Library Education, Post Secondary Education, *Professional Continuing Education Identifiers—CLENE, *Continuing Library Education Network and Exchange

The Continuing Library Education Network and Exchange (CLENE) is a professional organization which promotes continuing professional education for librarians and information scientists. The organization has established a constitutional procedure for making and implementing decisions. This report describes the internal structure of the organization, and the appendixes provide detailed information on such items as bylaws, membership, and results of meetings and conference. (EMH)

ED 121 343 IR 003 347

Parker, Lorne A., Comp. Riccomini, Betsy, Comp.

A Report on University Applications of Satellite/Cable Technology; First Annual International Communications Conference (Madison, Wisconsin, June 3-5, 1975).

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Cable Television Information Center, Washington, D.C.; National Association of Educational Broadcasters, Washington, D.C.

Pub Date 75

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Broadcast Industry, *Cable Television, Communications, *Communication Satellites, *Conference Reports, Delivery Systems, Demonstration Projects, Educational Finance, Educational Television, Extension Education, Government Role, Higher Education, Instructional Technology, Media Research, State of the Art Reviews, *Telecommunication, Universities, University Extension

The aim of the conference on University Applications of Satellite/Cable Technology was to stimulate discussion among universities, industry, and government on the possibilities of satellite and cable technology in the future. Twenty-six presentations were made covering the following topics: the current status of satellite/cable technology; the needs of higher education, public service, and research which can be met by communications technology; the role of government in satellite/cable communications; the economics of satellite/cable systems; and designs and innovations in communications technology. Nine of the articles describe specific experiments and demonstration projects in satellite/cable communications in higher education. (CH)

ED 121 344 IR 003 352

Givens, Johnnie E.

Working Papers Prepared by the Subcommittee to Revise the 1959 "Standards for College Libraries" (Introduction).

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date 74

Note—8p.; For related documents, see ED 118 080 and IR 003 353-358

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Libraries, Higher Education, *Library Standards

An introduction to a set of working papers on standards for college libraries, this document sets out the background from which the committee started. The diversity of colleges and their libraries is explained, and some general principles are stated. One of these is that "designing a set of standards becomes the task of designing an instrument of evaluation." Another is that the library should be evaluated in terms of the educational objectives of the college. A college is defined as a four-year non-research institution. (LS)

ED 121 345 IR 003 353

Toward a 1975 Revision of the College Library Standards. Final Working Paper Prepared by Ad Hoc Committee to Revise the 1959 "Standards for College Libraries."

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date 20 Jun 74

Note—10p.; For related documents, see ED 118 080 and IR 003 352-358

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Libraries, Higher Education, *Library Standards

A working plan for devising standards for college libraries begins with the stated purpose of providing a means for assessing the adequacy of libraries serving liberal arts programs at the bachelors and masters degree level. Major assumptions from which standards may be developed include: standards are needed; minimum materials, staff, and facilities are needed for a quality program; no single set of standards can be applied to all colleges; quantitative variation is mandated by institutional uniqueness; standards should serve for at least 15 years; standards should accommodate future political, economic, technical, social, and pedagogical change. A general statement of content and a commentary are provided for each of eight major standards: 1) objectives, 2) collections, 3) organization of materials, 4) staff, 5) delivery of service, 6) facilities, 7) administration, and 8) budget. (Author/LS)

ED 121 346 IR 003 354

Kaser, David

Foreign Standards for College Libraries. Working Paper, ACRL Ad Hoc Committee to Revise the 1959 "Standards for College Libraries".

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date [74]

Note—7p.; For related documents, see ED 118 080 and IR 003 352-358; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Libraries, *Foreign Countries, Higher Education, *Library Standards, State of the Art Reviews

Some general observations may be made about standards for college libraries in other nations. Although they may not be called "standards", nevertheless, standards have been devised; most by professional groups, some by government agencies, and a few by ad hoc committees. Such standards are rarely enforced, and are often seen as an ideal, a means of appraisal, or a stimulus to development. There is little documentation available on the basis from which standards were developed. A majority of the standards place heaviest emphasis on quantitative rather than qualitative elements, and are most concerned with (in descending order of importance) size of collection, budget, seating and floor area, and size of staff. Finally, few nations are satisfied with existing standards, particularly since consensus on the subject is difficult to achieve. (LS)

ED 121 347 IR 003 355

Monke, Arthur

Academic Libraries: Into the Eighties. Working Paper, ACRL Ad Hoc Committee to Revise the 1959 "Standards for College Libraries".

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date [74]

Note—10p.; For related documents, see ED 118 080 and IR 003 352-358

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Libraries, *Futures (of Society), *Higher Education, Library Standards, Trend Analysis, *University Libraries

Trends which will affect institutions of higher learning and their libraries in 20 years are discernable now. Though the conventional structure of education will be basically the same, more flexible and individual patterns—the open university, extended degrees, universities without walls, and expedited programs—will continue to develop. Enrollments will follow population patterns, probably increasing somewhat to 1980, then stabilizing or dropping off. This will exacerbate the already troublesome financial problems of colleges and universities, inevitably increasing the per-student cost of higher education. Thus the financial problems of academic libraries will be even greater, given the information explosion, inflation rates, the demand for expensive non-print materials, and the trend toward restricted library budgets. Some solutions to the problem may be found in cooperative programs, networks, computer applications, increased use of microforms, centralized storage, regional media centers, interlibrary loans, and improved management. (LS)

ED 121 348 IR 003 356

Perkins, David L.

Possible Model Based on the Carnegie Commission Groupings. Working Paper, ACRL Ad Hoc Committee to Revise the 1959 "Standards for College Libraries".

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date [74]

Note—8p.; For related documents, see ED 118 080 and IR 003 352-358

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Libraries, Higher Education, *Library Collections, Library Standards, Microforms, *Statistical Data, University Libraries

Statistical data were examined to see the number of library volumes in four types of colleges as defined by the Carnegie Commission. These were comprehensive universities and colleges I and II and liberal arts colleges I and II. Statistically significant differences were found between liberal arts colleges I and II, but this was not so for comprehensive universities and colleges I and II. However, when sub-groupings based on enrollments were devised, significant differences did appear. A table of statistical data is included, and two methods for counting microform volumes are explained. (LS)

ED 121 349 IR 003 357

Pirie, James W.

Typology of Institutions of Higher Education. Working Paper, ACRL Ad Hoc Committee to Revise the 1959 "Standards for College Libraries".

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date [74]

Note—18p.; For related documents, see ED 118 080 and IR 003 352-358

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Classification, *Colleges, Higher Education, Library Standards, *Typology, *Universities

The Committee to Revise the 1959 Standards for College Libraries found that great differences existed among colleges in objectives, size, and program breadth, and that library standards should reflect those differences. Therefore, several higher education classification schemes were examined for their applicability to the committee's needs. Two United States Office of Education typologies and one from the American Council on Education were found to lack specificity. A Federal Interagency Committee on Education plan provided more detail and avoided the terms "university" and "college" which tend to blur definition. A more valuable plan for the purposes of analysis was that of the Carnegie Commission on Higher Education, which listed 18 types of institutions in five categories. Four Carnegie categories were found most appropriate to the committee's needs: comprehensive universities I and II and liberal arts colleges I and II. The difference between liberal arts colleges I and II was a selectivity factor which had a high correlation with the selectivity index of the Class and Birnbaum "Comparative Guide to American Colleges." (LS)

ED 121 350 IR 003 358

Totten, Herman L.
Identification of Library Elements in Statements of Accrediting Standards. A Review of the Literature. Working Paper, ACRL Ad Hoc Committee to Revise the 1959 "Standards for College Libraries".

Association of Coll. and Research Libraries, Chicago, Ill.
 Pub Date 12 Mar 74

Note—29p.; For related documents, see ED 118 080 and IR 003 352-357

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Accreditation (Institutions), *College Libraries, Higher Education, Library Associations, Library Research, *Library Standards, Literature Reviews, Tables (Data), University Libraries

A review of the literature on college library standards was conducted in order to tabulate the elements found in the latest statements of accrediting agencies and library organizations. First, the published standards and guidelines of library associations and accrediting agencies were considered individually. A chart was devised for tabulating these 16 publications against 20 elements possible for inclusion in standards. Information from two studies of accrediting agencies was also examined and tabulated in a similar way. These studies considered requirements for libraries made by 21 accrediting organizations in such areas as law, business, health, etc. The elements most often checked on both charts were: resources, staff, finances, services, facilities, and administration. (LS)

ED 121 351 IR 003 366

Brecke, Fritz H. And Others
The Role of Verbal Prescriptive Rules in Cognitive Pretraining for a Flying Task.

Arizona State Univ., Tempe. Coll. of Education.
 Spons Agency—Air Force Office of Scientific Research, Arlington, Va.
 Report No.—AFOSR-75-2900; ASU-TR-60201
 Pub Date 76

Note—32p.; Studies in Systematic Instruction and Training

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Cues, Educational Research, *Flight Training, *Perceptual Motor Learning, Post Secondary Education, Recall (Psychological), Simulators, Teaching Methods, *Time Factors (Learning), Transfer of Training
 Forty-five student pilots were the subjects of a study to identify variables which influence transfer from cognitive pretraining to perceptual-motor skill acquisition. The subjects were divided into four experimental groups. All groups used a linear self-instructional program designed to teach a specific flying maneuver. All programs had the same introductory section on the maneuver, the same division of maneuver segments, and identical mastery items requiring an overt written response. Feedback was provided after each response. The program versions differed from each other by type of instructional cue and amount of practice. Two programs contained systematically developed cues, and two contained currently operational cues. Program versions with the same level of cues incorporated either a high or a low amount of practice. It was found that systematic instructional cues resulted in a superior posttest performance. The amount of cognitive practice with a given set of cues did not influence posttest scores, but it did lead to differences in posttest time. Subjects in the high practice group had significantly shorter posttest time, indicating they recalled cues more readily. (JY)

ED 121 352 IR 003 384

Westen, Tracy A.
Barriers to Creativity in Television Entertainment Programming.

Pub Date 21 Apr 76
 Note—30p.; Paper presented at the Telecommunications Policy Research Conference (4th, Airlie, Virginia, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Censorship, *Commercial Television, Creative Expression, *Creativity, Mass Media, *Programming (Broadcast), Public Policy, Self Expression, Speeches, Television, Television Research, *Television Viewing, Viewing Time

Identifiers—United States

Interviews with people who write, direct, act, or otherwise work in television indicate that as television has reached toward larger and larger audiences its tendency to suppress creativity, diversity, and self-expression has also increased. Acquisition or network control over the creative process has caused prime time television to exhibit at least four dominant characteristics: 1) fear of controversy; 2) exaggerated commercialism; 3) self-censorship; and 4) a cultural lag between the realities of the world and television's view of society. Traditional attempts to diversify or improve programming creativity in the mass media often miss the mark. American television has eliminated much of the freedom necessary for creative accident and must discover ways to recreate it. (Author/PF)

ED 121 353 IR 003 385

Wiley, Richard E.
Current Policy Problems at the FCC.
 Federal Communications Commission, Washington, D.C.

Pub Date 21 Apr 76
 Note—15p.; Paper presented at the Telecommunications Policy Research Conference (4th, Airlie, Virginia, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Agency Role, *Communications, Decision Making, Government Role, *Public Policy, Research Needs, Research Problems, Research Projects, Speeches, Telecommunication, Television

Identifiers—*Federal Communications Commission, Regulatory Agencies

In the past year the Federal Communications Commission (FCC) has instituted new programs and initiatives designed to improve the exchange of information between the Commission and the research and academic community. An Office of Plans and Policy has been formed. As a result of the Future Planning Conference held last year, a research project is underway to examine and recommend changes in the common carrier accounting structure. The next Future Planning Conference will explore possible improvements and alternatives to rate of return regulation in the common carrier industry. Future plans call for inquiry and rulemaking into the data communications and data processing issue, which would incorporate into the rulemaking proceedings the record of a public technological session and a future planning conference. More research will be sponsored into the social consequences of communications, especially into the effect on children of televised advertisements of over-the-counter drugs. The FCC will also fund research into many other communications problems in order to provide the agency with hard data on which to base their rulemaking procedures. (JY)

ED 121 354 IR 003 386

Wyatt, Joe B.
Modular Instructional Materials: Video and Computer Packages.

Pub Date 21 Apr 76
 Note—21p.; Paper presented at the Telecommunications Policy Research Conference (4th, Airlie, Virginia, April 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Computer Assisted Instruction, Computers, *Educational Improvement, Educational Television, *Higher Education, Instructional Aids, *Instructional Materials, Speeches, Technological Advancement, Video Cassette Systems, *Video Tape Recordings
 Identifiers—EDUCOM, Instructional Modules, Supplementary Materials

Neither video technology nor computer technology has had the impact on formal education that many had predicted. Both media have enormous and growing potential for this purpose however. Instructional packages that can be used as supplementary material to teaching seems the most appropriate approach to develop for higher education. Video modules enlarge the audience for special material, make available inaccessible material, and perform self analysis and evaluation. Computer based modules offer interactive testing of accumulated knowledge, self-paced analysis and investigation, and gaming. The primary obstacles to the use of these technologies are the absence of a viable system for distribution and access, the limited technological resources of the schools, and the lack of adequate incentives for authors of such modules. One force acting to overcome these obstacles is EDUCOM. Since it

was established in 1964, EDUCOM has attempted to help create a national computer network, provide information to improve computing services within individual universities and colleges, and provided a forum for higher education institutions to speak to the Federal Government on the subject of educational computing. (JY)

ED 121 355 IR 003 388

Wainwright, Jane
Why Use a Minicomputer? Some Factors Affecting Their Selection.

Pub Date Oct 75
 Note—8p.; Paper presented at the Association of Special Libraries and Information Bureau/Computer Applications Group Seminar (London, England, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Comparative Analysis, Computer Oriented Programs, *Computers, Computer Storage Devices, Cost Effectiveness, Information Storage, *Libraries, *Library Administration, *Library Automation, Library Equipment, Library Expenditures, Speeches
 Identifiers—Minicomputers

A study of computer facilities in British libraries highlighted the respective benefits and disadvantages of using the parent institution's central computer or using a dedicated minicomputer. The large computer's technical advantages include greater opportunities for sharing or buying operational software, and the availability of experienced staff. The maintenance problems are not for the library to solve. The computer is capable of handling the large sorts and large files characteristic of library processing. Greater availability of higher level languages speeds up the development of a system and aids the unavoidable change to new equipment. With a minicomputer the library has control over access, is independent of the idiosyncrasies of the computer center, and is secure for the life of the equipment. The system will be tailor-made for the library but capable of expansion. In exchange for these benefits, the library has the responsibility of selecting, financing, operating, and maintaining the system. (Author/PF)

ED 121 356 IR 003 401

Montemero, Melvin D. Tennyson, Michael E.
Instructional Systems Development: Conceptual Analysis and Comprehensive Bibliography. Interim Report.

Naval Training Equipment Center, Orlando, Fla.
 Report No.—NAVTRAEQUIPCEN-IH-257

Pub Date Feb 76
 Note—278p.; For period September 1975 to January 1976

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
 Descriptors—Behavioral Objectives, *Bibliographies, Computer Assisted Instruction, Costs, Educational Technology, Evaluation, Human Engineering, Instructional Innovation, Instructional Media, *Instructional Systems, Job Analysis, Media Selection, *Military Training, Operations Research, Programmed Instruction, Simulation, Systems Analysis, *Systems Approach, Task Analysis

A bibliography of about 4,000 entries was compiled as a first step in assessing the state of the art of the systems approach to training (SAT). It was concluded that the voluminous SAT literature reveals an underlying confusion concerning the nature of SAT. The same terms are used to refer to different methodologies, thereby yielding the illusion of a greater degree of agreement than actually exists. A great deal of empirical research is needed to further refine and articulate the SAT concept. The bibliography which forms the bulk of this document is divided into 18 sections, each covering a topic important to training program development. The topics include those which are considered by proceduralized SAT manuals, such as: task analysis, specific behavioral objectives, sequencing, media selection, methodology selection, and evaluation. Also included are topics which must be considered in the design of efficient training programs but which are neglected by the proceduralized manuals: instructor training, instructional management, cost, human engineering, simulation, innovation, and educational technology. The remaining sections are: instructional systems development, programmed and computer-assisted instruction, job analysis, task taxonomy, and systems analysis/operations research. (Author/PF)

JC

ED 121 357 JC 760 142
Survey of 1971-72 Graduates: Student Flow Project, Report No. 4.
 Hawaii Univ., Honolulu. Community Coll. System.
 Pub Date Feb 76

Note—56p.; Not available in hard copy due to marginal legibility of original document. Appendix C (computer printout) has been deleted. For related documents, see JC 760 069-071 and JC 760 123
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Graduates, Educational Experience, *Educational Objectives, Employment Experience, *Followup Studies, *Graduate Surveys, *Junior Colleges, Longitudinal Studies, Participant Satisfaction, *Student Attitudes
Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii community colleges, a survey was designed and mailed to 1971-72 graduates three years after graduation. The questionnaire was composed of two parts: (1) a general evaluation of the community college experience; (2) detailed analysis of present activity. In all, 1,354 questionnaires were mailed. Non-respondents were sent a followup letter, and telephone calls were made where possible. The response rate was 34 percent, with 466 questionnaires completed. In rating the importance of a list of 16 student goals, the respondents considered the job-oriented goals as much more important than such goals as "pleasure of learning" and "develop new interests." Respondents tended to be favorable in evaluating faculty and their educational experience, although differences between campuses were significant. As to present activities, 78 percent of the graduates were employed, 8 percent were enrolled in school, 8 percent were unemployed, 4 percent were at home, and 2 percent were serving in the military. Detailed survey results are tabulated, graphed, and analyzed, and the survey instrument is appended. A brief review of comparable studies by mainland institutions is also included. (NHM)

ED 121 358 JC 760 187
 Cohen, Arthur M. Brawer, Florence B.
An Analysis of Humanities Education in Two-Year Colleges: Phase 2—The Faculty, 1975-1976.
 Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.
 Pub Date Mar 76
 Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—*College Faculty, Community Colleges, Data Collection, *Humanities Instruction, Information Dissemination, *Junior Colleges, *National Surveys, Questionnaires, Research Design, Sampling, *Teacher Characteristics

Because of the dearth of available information on humanities education in the two-year college, the Center for the Study of Community Colleges began a multiphased project in June 1974. The project began with an intensive literature review and the selection of certain critical areas for analysis. During the second phase of the project, three monographs detailing the results of the literature review were published, a nationwide survey of the faculty teaching humanities in two-year colleges was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. The first part of this six-part document presents a brief overview of the first two phases and an introduction to Phase 3. The remaining five parts present reports of the various activities and findings of Phase 2, including: (1) a review of the processes used to select the faculty sample, which consisted of 2,384 faculty members at 156 colleges, and of obtaining responses, which resulted in an 84 percent response rate; (2) a copy of the faculty survey instrument, and a description of how it was developed and how responses were assessed; (3) the tabulated responses of the humanities faculty; (4) interpretations of the responses to the survey and further findings; and (5) a review of the various methods used to disseminate the information collected. (DC)

ED 121 359 95 JC 760 199
Student Flow Project: Update 1. Student Flow Project, Report No. 8.
 Hawaii Univ., Honolulu. Community Coll. System.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date Apr 76
 Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Community Colleges, Educational Research, *Institutional Research, *Junior Colleges, *Longitudinal Studies, Multicampus Districts, Questionnaires, *Research Design, *Research Proposals, Student Characteristics
Identifiers—Hawaii, *Student Flow Models

The Student Flow Project of the Hawaii community colleges in an ongoing longitudinal study designed to study how students progress through the community college system. It complements enrollment data by providing information on non-continuing students. This update proposes a framework for data gathering and analysis of the fall 1975 entering group over a two year period, and for the remaining reports on the fall 1974 entering students. In general, the Student Flow Project consists of three basic components: (1) admissions, which deals with the characteristics of entering students, classifying them as applicants, admittees, registrants, and "no shows"; (2) enrollment, which provides data on students who continue to enroll in the same community college for five semesters after entry; and (3) exit, which provides data on students for each of five semesters who leave the community college either as noncontinuing students or graduates. This document outlines the activities which will be necessary to complete the project, and provides a timetable of proposed activities for 1976-77 and 1977-78. Sample drafts of four survey instruments that must be administered are appended, along with a flow chart of activities. The merger of the Student Flow Project with the institutional research reports on students is planned for the near future. (NHM)

ED 121 360 JC 760 200
 Kray, Eugene J.
The Non-Traditional Student Seeking Assessment of Experiential Learning—Who and Why?
 Pub Date 1 Apr 76

Note—84p.; Ed.D. Practicum, Nova University
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*College Credits, Community Colleges, Delivery Systems, Junior Colleges, Learning Experience, Literature Reviews, *National Norms, *Post Secondary Education, *Student Characteristics, *Student Experience
Identifiers—Delaware County Community College, *Experiential Learning, Nontraditional Students

In order to identify characteristics and motivating factors of nontraditional students seeking to obtain college credit for practical experience obtained prior to college entrance, a questionnaire was distributed to 186 directors of experiential education programs in institutions participating in Cooperative Assessment of Experiential Learning (CAEL). Directors were asked to supply information on students in their programs during 1975. Responses were received from 82 institutions (44 percent). A similar questionnaire was distributed to 305 students who had applied to the Life/Learning Experience Assessment Program (LEAP) at Delaware County Community College (Pennsylvania) during 1975. Seventy students responded (23 percent). This document compares the mean age, income, highest education level attained, number of years since last formal schooling, sex ratio, marital status, employment status, major curriculum area, and motivations of the LEAP students to the national sample. The majority of institutions in the national sample used a multiplicity of delivery systems following the assessment of experiential learning, the mean average credit award was 20 credits. Data are tabulated, a literature review is provided, and the survey instruments are appended. (Author/NHM)

ED 121 361 JC 760 201
 Heiney, David M.
One Example of the Educational Policy Making System of Pennsylvania.
 Pub Date 31 Mar 75
 Note—24p.; Ed.D. Practicum, Nova University
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Articulation (Program), Board of Education Policy, *College Credits, Community Colleges, Grades (Scholastic), *Higher Education, Junior Colleges, State Departments of Education, *State Standards, *Transfer Policy
Identifiers—*Pennsylvania

In 1973, the Pennsylvania Department of Education adopted a policy regarding articulation between the two-year community colleges and four-year state colleges, which recommended that preference for admission to state colleges be given to associate degree holders, and that a D grade obtained by two-year college students be treated by the senior institution in the same manner as D grades of its indigenous students. As of 1974, several four-year and two-year colleges refused to change their practice and accept D grades in transfer. On the basis of interviews with a representative sample of persons from at least eight organizations, groups, and offices involved in the process of approval, this document retraces the steps of how the policy was approved to help clarify the objections to it, and the approval procedure. Most objections to the policy were based on faculty's fear of losing quality within the institution if D grades were transferred. Other questions raised about the policy were why it was binding only on the 14 state-owned colleges, and not on the community colleges, and if the state has the power to set academic policy for the institution. Considering the ineffectiveness of the Department of Education in setting statewide policy, it is recommended that further articulation efforts be interinstitutional. (Author/NHM)

ED 121 362 JC 760 202
 Price, Floyd H. Lane, William H.
An Analysis of Community and Junior College Use of Part-Time Faculty.
 Pub Date Apr 76

Note—17p.; Some tables may reproduce poorly
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, Community Colleges, Comparative Analysis, Cost Effectiveness, *Instructional Staff, *Junior Colleges, *National Surveys, *Part Time Teachers, Teaching Load, Teaching Quality

Data from the 1973 "Community and Junior College Directory" were analyzed to identify differences between full-time and part-time faculty. The data factors analyzed include: (1) type of control (public or private); (2) basic type of program (occupational, academic, both); (3) years in operation; (4) geographic region; (5) number of students; (6) number of faculty; (7) student/faculty ratio. Percentage of part-time faculty was fairly stable around the country at 35-40 percent. An exception to this was the Pacific Northwest, with a part-time faculty percentage of 60 percent. This suggests an insufficient supply of full-time instructors in a broad range of disciplines. Percentage of part-time faculty bears no close relationship to the functions of control, scope, student-faculty ratio, size, or years in operation. The rather high percentage of part-time faculty tends to confirm the advantages that the two-year institutions have claimed to have over the four-year institutions, including lesser cost, flexibility in course and program offerings because of the absence of tenured faculty, and the availability of highly qualified instructors in very narrow subject areas. Disadvantages to the use of part-time faculty, particularly their inaccessibility to students beyond the classroom time, would seem to be offset by the advantages. (Author/NHM)

ED 121 363 JC 760 203
 Jacobs, Karl J.
Mortar Boards or Hard Hats: Who Governs?
 Pub Date Jan 76

Note—12p.; Speech given before the Illinois Community College Trustees Association Workshop on Collective Bargaining (Chicago, Illinois, January 9-10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Organization, Administrator Evaluation, Collective Bargaining, College Faculty, Community Colleges, Faculty Evaluation, *Governance, *Higher Education, Junior Colleges, *Teacher Administrator Relationship, *Teacher Participation, *Trustees
Identifiers—*Participatory Governance

Because of the great diversity and decentralization of higher education, there exist a great variety of governance systems. These systems range on a continuum from systems with no ef-

fective participatory decision-making to systems totally committed to faculty-defined goals and objectives through the use of collective bargaining. The key to developing an optimal system of governance lies in the development of operational principles or philosophies that for mutual self-interest bind the diverse constituencies of the college together. This paper recommends that the boards of trustees should reasonably and specifically set fourth expectations that both faculty and administrators will be measured against, including: (1) faculty preparation and currency in their disciplines; (2) ongoing evaluation of faculty and administrators; (3) faculty participation in non-classroom activities; (4) the establishment of an academic forum to promote the discussion of governance problems. This should lead to a productive coalition of faculty and administrators targeted on academic and institutional concerns. (Author/NHM)

ED 121 364 JC 760 204

Ferris, Peter
The Part-Time Instructor in the Los Rios District: An Analysis.

Los Rios Community Coll. District, Sacramento, Calif.

Pub Date 3 Mar 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, College Teachers, Community Colleges, *Evening Colleges, Fringe Benefits, Governance, *Junior Colleges, *Part Time Teachers, Salary Differentials, *Teacher Salaries

Identifiers—Los Rios Community College District

The number of instructors in the Evening Colleges on the three Los Rios District campuses has grown from 550 in fall 1972 to 954 in fall 1975, a 73 percent increase. Of these instructors, there has been a 137 percent increase in the hiring of part-time instructors drawn from off-campus sources. Meanwhile, the percentage of full-time day faculty supplementing their incomes by teaching additional classes at night has remained fairly constant, at about 46 percent. In fall 1975, the revenues generated by the Evening College instructors represented 30 percent of the Los Rios District's total revenues. Evening instructors, however, received only 15 percent of the total salaries paid. Added to the salary inequities are these: part-time instructors cannot participate as fully as full-time instructors in the governance of the college, day instructors already teaching full-time have first choice of evening and outreach classes, and part-time instructors receive neither step increments reflecting years of service nor fringe benefits for their participation in committee work, curriculum development, counseling, department meetings, etc. Recommendations for solving inequities are made, and data on evening and part-time faculty are organized into tables. (NHM)

ED 121 365 JC 760 205

Sharples, D. Kent And Others

Self-Paced Learning in Civil Engineering Technology: An Approach to Mastery.

South Carolina State Board for Technical and Comprehensive Education, Columbia.

Pub Date 15 Jun 76

Note—14p.; Report presented at the Annual Meeting of the American Association of Engineering Education, (Nashville, Tennessee, June 15, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Autoinstructional Aids, *Curriculum Development, *Individualized Instruction, Junior Colleges, Multimedia Instruction, *Teacher Developed Materials, Technical Institutes

Identifiers—Instructional Modules, Mastery Learning

This document records the procedures followed by the South Carolina State Board for Technical and Comprehensive Education in developing a two-year curriculum for civil engineering technology with a learner-oriented, open-entry/open-ended individualized format relying heavily on the use of audiovisual aids and hands-on experience with software and equipment. The basic format for each course is a combination of written modules that form a linear progression through a series of related objectives. The linear progression of written material is broadened by a

series of alternate media developed to be used at different points in the curriculum. The faculty in the 10 South Carolina institutions which currently offer the Civil Engineering Technology program were organized to form a nucleus of course content experts. This faculty group identified 11 courses which should be included in the new program and put into the new format. Course objectives were identified, and a collective list of 163 competencies to be required of program graduates was compiled. Individual community college faculty were hired to write the individual courses, with the University of South Carolina faculty serving as consultants. When the writing of each course was completed, it was validated by field test. (Author/NHM)

ED 121 366 JC 760 207

Olson, Gerald T.

Conducting a Community College Counseling Needs Assessment.

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, *Counseling, *Counseling Effectiveness, *Counseling Goals, Guidance Objectives, *Junior Colleges, Models, *Needs Assessment

This document presents a model for conducting a community college counseling needs assessment. The assessment process is divided into three phases: (1) The target group is identified, and data about it is gathered in a carefully planned way. (2) The goals of the counseling program are established, and activities are identified which could be added to or deleted from the program to maximize its effectiveness. (3) A survey instrument is developed and administered to members of the target group and other interested parties to enable them to help determine and prioritize counseling goals. A sample needs assessment survey form is included, along with directions on proper analysis of the results. (Author/NHM)

ED 121 367 JC 760 208

Brown, Barbara Romoser, Richard

Full-Time Instructional Load Policies in Selected Community-Junior Colleges.

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date 2 Apr 76

Note—13p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, Community Colleges, *Junior Colleges, National Surveys, Questionnaires, *Teaching Load, Unions, *Working Hours

Identifiers—Cuyahoga Community College

Instructional workload policies in community colleges around the country were investigated in order to determine whether changes have been occurring over the past few years and to compare the policy of Cuyahoga Community College with those of similar institutions. Mailed questionnaires resulted in 27 out of 37 possible responses. Load policies were requested in terms of minimum, maximum, and "most frequent" or normal loads expressed in academic credit and/or contact (class) hours per week, as well as in average aggregate student contact hours per week per full-time equivalent faculty member. Institutions reporting a "most frequent" weekly average per faculty member cited 14.8 for credit hours and 15.0 for contact hours. The average of the seven institutions that provided information about aggregate weekly student contact hours per FTE faculty was 457 hours. The figures for Cuyahoga Community College were slightly lower for academic credit hours and contact hours and considerably lower for contact hours per FTE faculty. Of the 16 institutions that provided comparative data for both 1973 and 1975, only one reported a decrease in workload policy during that time and none reported an increase. No significant differences were found between the policies of the union and nonunion groups of institutions. Survey responses are presented in tables by institution, and the questionnaire is included. (MJB)

ED 121 368 JC 760 209

Preston, William G.

Adults as Regular Community College Students: A Comparative Analysis of Some of Their Characteristics and Perceptions and Those of College-Age Students. Summary of Findings and Conclusions.

Diablo Valley Coll. Pleasant Hill, Calif.

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Adult Students, *Age Differences, Age Groups, Community Colleges, Conventional Instruction, *Educational Attitudes, Educational Methods, Junior Colleges, *Junior College Students, *Sex Differences, Student Characteristics, Young Adults

Identifiers—Diablo Valley College

In order to determine whether the characteristics and perceptions of adults over 21 years old differ significantly from those of college age students, a study was made of 1,178 (about 20 percent) of the 5,532 full-time day students enrolled at Diablo Valley College during fall 1971. Subjects were selected by stratified random sampling methods, with the stratification based on six age-sex groups: ages under 22, 22-30, and over 30, for each sex. Data for the study were gathered from the students' academic records, responses to a mailed questionnaire, and followup interviews. The older students, particularly older females, proved to be more traditional in their attitudes toward the educational process. At the same time, their academic records demonstrated greater seriousness of purpose, persistence, and higher academic achievement. These findings indicate that some currently popular educational practices may no longer be appropriate as larger proportions of students beyond the usual college-going age enroll in regular programs. Questionable practices might include: unstructured, student-centered teaching styles; minimization of course requirements; emphasis on personal counseling; dropping of traditional grading systems, and custodial administrative attitudes. The survey instrument is appended. (Author/NHM)

ED 121 369 JC 760 210

Brooks, Suzanne

Involving Senior Adults in the Community College: A Model Work-Study Program.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Nov 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Employer Attitudes, *Junior Colleges, Models, *Older Adults, Program Attitudes, *Program Development, *Senior Citizens, Student Attitudes, *Work Experience Programs

Identifiers—Los Angeles Valley College

From January to August 1975, Los Angeles Valley College was involved in a Senior Adult Work-Study-Serve project which provided work-study employment for adults over retirement age. In addition to working at part-time jobs at a salary of \$2.25 per hour for 15 hours per week, participants enrolled in a three-unit specially developed course, Career Planning. The total number of applicants processed during the program year was 289; of these, 14 percent were 70 or more years old. The total number of jobs developed was 194, but after matching jobs with applicants only 101 senior citizens were actually placed in jobs. This report gives details of program development and operation, including staffing, budget, publicity, procedures, job development, classroom component, placement program, and employer workshops. The results of a professional evaluation of the management component of the project are presented, and also the results of evaluation questionnaires administered to students, employers, and staff. A replicable program model is included in the final section. (NHM)

ED 121 370 JC 760 211

Brown, Barbara Romoser, Richard C.

Part-Time Faculty Salary Rates 1973-74 and 1975-76 for Selected Community Colleges.

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date 2 Apr 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, Community Colleges, Comparative Analysis, *Institutional Research, *Junior Colleges, *Part Time Teachers, *Salary Differentials, *Teacher Salaries, Wages

During 1975-76 Cuyahoga Community College surveyed 37 institutions in different parts of the country to obtain information on faculty compensation. Thirty institutions responded, of which 19 submitted separate information on part-time faculty remuneration, the focus of this report. Part-time remuneration data for 1975-76 are compared to data for 1973-74, the last time such

a survey was taken. In 1975-76, St. Louis ranked first in the field of 20, with \$203 per quarter hour of instruction; Denver ranked last with \$110. The average part-time rate per quarter hour of instruction in 1975-76 was \$157. For the 13 institutions included in both the 1973-74 and 1975-76 studies, the 1973 average rate was \$146, and the 1975 rate was \$158, an 8.2 percent increase. Remuneration rates for part-time faculty are correlated to three possible influences: (1) average compensation for full-time faculty at a given institution; (2) whether faculty are unionized; (3) enrollment size of the institution. None of these factors, however, proved to be a significant influence on part-time faculty remuneration rates. Although data as provided by the institutions are appended, the document converts these data to a standardized unit of measurement (rate per quarter hour of instruction) and organizes them into table form. (NHM)

ED 121 371 JC 760 212

Jello, Donald T. Burger, Vernon K.
Equality of Opportunity for Participation of Women in Higher Education through Child-Care Services.

Pub Date Apr 75

Note—41p.; Ed.Dd. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Child Care Centers, *Day Care Services, Educational Opportunities, Higher Education, Junior Colleges, Legislation, Literature Reviews, *Models, *Program Development, *Womens Education

Identifiers—Cuyahoga Community College

In an attempt to overcome one of the barriers to equality of opportunity for women in higher education, this practicum develops a child-care program model for the eastern campus of Cuyahoga Community College (CCC). The literature on college child-care programs is reviewed, along with federal, state, county, and city laws and guidelines. Colleges in the Cleveland area were surveyed, and six were found to have operational child-care programs. Interviews with the directors of these programs revealed that programs range from simple baby-sitting services to full educational and recreational programs, including daily lesson plans. Because of the expected patterns of student use and cost and space constraints, it is recommended that a child-care program of the baby-sitting type be established. A list of specific policy recommendations, covering such issues as hours of operation, staffing, costs, numbers of children to be served, and rules and regulations for use, is provided. Brief descriptions of child-care programs at other Cleveland area colleges are appended. (NHM)

ED 121 372 JC 760 214

Brown, Donald E.
Goals and Guidelines for Alvin Community College Free Studies.

Alvin Junior Coll., Tex.

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, *Course Descriptions, Developmental Programs, Guidelines, *Individualized Programs, *Junior Colleges, Learning Laboratories, Objectives, *Program Administration, *Remedial Programs, Student Evaluation, Student Records, Tutoring

Identifiers—Alvin Junior College

The Free Studies program at Alvin Junior College offers remedial and nontraditional instruction and assists in the development of alternate path learning programs. The program currently offers three courses: writing, mathematics, and study skills. All instruction is self-paced, individualized, and on a prescriptive basis as the result of diagnostic examinations. This document provides descriptions of the three course offerings, and presents guidelines and policies for program administration and organization. Aspects of the program that are described include: the tutor training program, establishment of a prescriptive plan of study for each Free Studies student, recordkeeping, attendance and scheduling policies, and grading. (NHM)

ED 121 373 JC 760 215

Heller, Barbara R. And Others
A Demonstration of a Computerized Information System in Four Urban Community Colleges.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany.

Report No—CASE-20-75

Pub Date Sep 75

Note—86p.; Appendix F has been deleted due to poor reproducibility; Occasional light print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Colleges, *Computer Oriented Programs, Data Bases, *Educational Guidance, Guidance Services, Information Retrieval, *Information Systems, *Junior Colleges, *Occupational Guidance, Program Development

Identifiers—Guidance Information System

During 1974-75, four community colleges of the City University of New York participated in a demonstration project utilizing a computer-assisted guidance system to provide occupational and educational information to students. At each college, a counselor in the office of the dean of students supervised the project and, with the help of student aides, conducted all publicity and recruitment, orientation, follow-up, and record-keeping. The data bank used was the Guidance Information System marketed by Time Share Corporation, which consists of four subfiles: (1) a four-year college file containing information on approximately 1,600 colleges throughout the nation; (2) a national two-year college file covering approximately 1,000 junior colleges; (3) an occupational file with information on about 1,300 of the more than 20,000 occupations in the Dictionary of Occupational Titles; (4) a small scholarship file. At least 635 different individual students requested computer information a total of 868 times. Despite the attempt to give priority to students in occupational curricula, at least half of these students were enrolled in liberal arts programs. Details of the project design, implementation, use, and reactions to it are given, and recommendations are made. (NHM)

ED 121 374 JC 760 216

Moore, George R.
An Assessment of Community Needs.

Chemeketa Community Coll., Salem, Oreg.

Pub Date Dec 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Attitudes, Community Colleges, *Community Surveys, *Educational Needs, *Junior Colleges, *Needs Assessment, *School Community Relationship

In order to assess the educational needs of residents in the Chemeketa Community College (Oregon) service area, a random sample of 1,322 residents in McMinnville, Woodburn, Stayton, and Dallas were interviewed by telephone. This sample represented 2.5 percent of the 1975 estimated population 16 years of age and older, or 10 percent of the households having telephones. Telephoning was conducted by trained volunteers. It was determined that residents would like to see a wide variety of special interest, vocational-technical classes made available rather than lower division transfer courses only. Residents would like to have college staff available to provide information about classes. Residents prefer to have classes available in the evening, feel the offerings should be increased, and feel that classes should be conducted in existing facilities. Residents prefer to have the option of completing courses at home, especially by way of correspondence. This document presents demographic information on the populations of the four communities, and tabulates responses to the seven planned survey questions. (Author/NHM)

ED 121 375 JC 760 217

Rude, John C.

Grants Policy.

Chemeketa Community Coll., Salem, Oreg.

Pub Date 8 Sep 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Federal Aid, *Financial Support, *Grants, Guidelines, *Junior Colleges, Program Administration, *Project Applications, School Policy, State Aid

External funding can provide a valuable means of enabling an institution to augment the growth and quality of its regular program. Because the institutional benefits of special projects can be maintained only through a reasonable degree of central administration and control, Chemeketa Community College has developed this guidebook

of procedures to be followed by personnel applying for or receiving externally funded grants. This guidebook covers the origination of ideas, the identification of funding sources, the development of a prospectus to be submitted to the Chemeketa Project Development Coordinator for preliminary approval, the review of college priorities, the development of a full-scale proposal, submission of this proposal to funding sources, approval or disapproval procedures, project monitoring, and project closure. The roles of all college personnel involved in the application procedure are carefully delineated, and a list of possible funding sources is appended. (NHM)

ED 121 376 JC 760 218

Lenning, Oscar T. Mick, Sidney S.
Defining and Communicating Institutional Mission/Role/Scope and Priorities: The Needs of Different Types of Postsecondary Institutions.

Pub Date [21 Apr 76]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Role, Community Colleges, *Decision Making, Definitions, *Educational Objectives, Higher Education, *Junior Colleges, Literature Reviews, *Methods, Participation, Policy Formation

Identifiers—Delphi Technique

Based on a review of the literature, procedures worked out at the National Center for Higher Education Management Systems, and on insights gained working with personnel at several institutions in the formulation of goals and objectives, this report delineates procedures for goal-setting, and describes how the needs of community colleges differ from those of other types of postsecondary institutions. Specific definitions and examples are given for each of the following terms: "mission," "goals," "objectives," "priorities," "role," and "scope." Basically, this document emphasizes the need for concrete guidelines and alternative strategies for deciding about goals and especially for translating these general goals into specific objectives. A necessary first step is the identification of a limited number of goals that serve to define the broad mission statement of the institution. For the goal-setting process, this document recommends a modified Delphi-technique which involves discussion of the institution's mission statement and of the results of a needs assessment survey. Personnel on all levels of the institutional hierarchy participate in this discussion, and suggest priorities for the goals. After the list of prioritized goals has been resubmitted to the same population, the Delphi procedure is repeated to prioritize objectives. (NHM)

ED 121 377 JC 760 219

Evaluation Guide for Junior Colleges of Kansas.

Kansas State Dept. of Public Instruction, Topeka.

Pub Date 67

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Standards, *Accreditation (Institutions), Community Colleges, *Educational Assessment, *Junior Colleges, Program Evaluation, Self Evaluation, *State Standards, Technical Institutes

Identifiers—*Kansas

This guide is designed to be used for accrediting junior colleges in Kansas and for periodic institutional self-evaluation. The standards delineated cover public community junior colleges, church-related two-year institutions, private junior colleges, and technical institutes. This guide cites the general state requirement for a given aspect of junior college organization, and then describes the specific criteria the accrediting committee uses to evaluate the degree of an institution's compliance with that general requirement. Requirements described include: (1) junior college philosophy and statement of purpose; (2) organization and administration, including administrative personnel, general administrative procedures, finance, enrollment, physical facilities, and recordkeeping; (3) student personnel services, including admissions, credit, graduation requirements, counseling, housing, scholarship, health, placement, and followup; (4) curriculum, including university parallel, general education, vocational and technical, adult education, and summer sessions; (5) instruction, including the

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library, course outlines and objectives, instruction materials and equipment, teaching methods, and evaluation; and (6) the general college atmosphere. (NHM)

ED 121 378 JC 760 220

Galvin, Kevin Kester, Donald
A Decision Making Model to Identify and Install Promising College Programs.

East Los Angeles Coll., Calif.; Los Angeles County Superintendent of Schools, Calif.
Pub Date 25 Feb 76

Note—36p.; Paper presented to the California Association for Institutional Research (San Francisco, California, February 25, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, *Decision Making, Educational Innovation, Educational Needs, Educational Objectives, *Evaluation Methods, Flow Charts, *Junior Colleges, *Models, *Program Development, Program Evaluation

Identifiers—East Los Angeles College

An external audit of East Los Angeles College's Extended Opportunity Programs and Services (EOPS) Program brought the inadequacies of the planning and evaluation model currently utilized for developmental programs to the attention of academic planners. In response to this, a two-level decision-making model was developed to aid in identifying and implementing promising innovative programs. First, a campus-wide evaluation team was organized. The California Evaluation Improvement Project's guidelines for program evaluation were adopted as the evaluation procedure for every developmental program on campus. In addition to a written evaluation plan for each developmental program, a goal attainment scaling chart was constructed for each program. This chart, level one of the decision-making model, establishes priorities and weights for the program goals and objectives and relates program goals to client needs and institutional goals. The second level of the model is a flow chart that carries the decision makers through the consideration of 14 fundamental questions and the related steps required to answer them. The flow chart is included, and a bibliography of suggested references for educational program evaluation and audit is appended. (Author/NHM)

ED 121 379 JC 760 221

Miner, Alfred Norris
A Budget Simulation Model for Times of Stress.
Seminole Community Coll., Sanford, Fla.

Note—11p.; Not available in hard copy due to marginal legibility of original document. Appendices C, D, and E (computer printouts) have been deleted due to poor reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Budgets, *Computer Oriented Programs, *Junior Colleges, *Models, Program Budgeting, Resource Allocations, Simulation

Identifiers—Florida

The Florida Community College Inter-Institutional Research Council (IRC) has developed a computerized budget simulation model which can help administrators determine the general fiscal impact of alternate approaches to resource utilization. This model uses three basic systems and one generalized subroutine, based on the budget requirements of the Division of Community Colleges of the Florida Department of Education. The first system generates a listing of expenses in instructional program areas, including advanced and professional, occupational, developmental and community instructional services. The second operates on support systems, including community service, academic support, student support, institutional support, and plant operation and maintenance. The third combines the output of the first two systems with revenue data to generate a statement of the ending fund balance. The subroutine uses base line data on salaries to produce budget year salary data for the instructional and support systems of the model. Although extensive input loading is required for each area of operation, most factors in the loading are required for any budget, and once the loading is complete only a few factors are changed at any time. The model produces good program budgets, or can be used in conjunction with the line item budget to assure eventual balance. (Author/NHM)

ED 121 380 JC 760 222

Brown, Barbara Romoser, Richard C.
Faculty Compensation, 1975-1976.
Cuyahoga Community Coll., Cleveland, Ohio.

Note—36p.; For a related document, see JC 760 211

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—"College Faculty, Community Colleges, Comparative Analysis, *Junior Colleges, Multicampus Districts, *National Surveys, *Salary Differentials, *Teacher Salaries, Urban Schools

In order to elicit data on faculty compensation, Cuyahoga Community College sent questionnaires to 34 community college districts representing 117 colleges. The sample represented all geographic regions of the country and all ages of institutions, but institutions selected were primarily urban colleges with large or medium-sized enrollments. Thirty institutions responded, an 81 percent response. Compensation data for 1973, 1974, and 1975 were available for 19 institutions. Average compensation increased by 8.9 percent in 1974 and by 8.2 percent in 1975. The unweighted averages were \$16,649, \$18,131, and \$19,620 for the three years 1973, 1974, and 1975. The average difference between rank positions was \$581 in 1973, \$570 in 1974, and \$529 in 1975. There proved to be a positive correlation between the age of an institution and the average compensation awarded to faculty in that institution. Also reported are: the relation of salary schedules to the Consumer Price Index, the length of the term of the last salary agreement, whether the faculty is unionized, and full-time instructional load policies. Data are organized into tables, and the survey instrument is appended. (NHM)

ED 121 381 JC 760 223

Tatham, Elaine L.
Nursing and Dental Hygiene Selection Procedures.
Part 2: An Examination of Academic Variables as Predictors of Success.

Johnson County Community Coll., Overland Park, Kans.
Pub Date Mar 76

Note—82p.; For a related document, see ED 116 727

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Achievement, Academic Aptitude, Admission Criteria, Community Colleges, *Competitive Selection, *Dental Hygienists, Health Occupations Education, *Junior Colleges, *Nurses, Predictive Ability (Testing), *Predictor Variables, Standardized Tests, Success Factors

Identifiers—Johnson County Community College

Applicants to Johnson County Community College's nursing and dental hygiene programs are expected to have demonstrated ability in the fields of science and communications, either through high school or college grades or scores on standardized tests. This document relates these various predictor variables to three criteria of success: (1) completion of the program; (2) grade point average in clinical courses; and (3) scores on the Nursing Board or Dental Hygiene Board examinations. Although many of the analyses are based on incomplete data, it is possible to determine that, assuming a minimal academic level, academic qualifications are not a reliable indicator of whether a student will complete the program. These qualifications are, however, useful in identifying students who may have difficulty passing their clinical courses or Board examinations. Once a student has been admitted to a program, the best indicator of the level of performance on the licensing examinations is performance in clinical courses. Recommendations are made regarding the school's structured interview procedure, the need for career orientation, the uses of academic information, and the continuation of data collection. Data used for this study are tabulated and appended. (NHM)

ED 121 382 95 JC 760 224

Fall 1975 Entering Students Not Continuing in the Same Community College in Spring 1976. Student Flow Project, Report No. 9.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—48p.; Appendices B through H have been deleted due to poor reproducibility. Some tables may reproduce poorly due to small print size

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, *Dropout Research, *Dropouts, Educational Objectives, *Junior Colleges, *Longitudinal Studies, Questionnaires, *State Surveys, Student Attitudes

Identifiers—"Hawaii

As part of a longitudinal study of student progress through the Hawaii Community College System, a survey was conducted of the 2,425 fall 1975 entering students who had discontinued their registration after one semester. The 2,425 students surveyed represented 27 percent of the 1975 entering class of 8,979. After the initial mailing and a telephone followup, 877 survey instruments were returned, a 36 percent response rate. Since an analysis showed that the respondents were representative of the total noncontinuing population only in terms of program major, this report breaks all analyses of data down according to field of specialization. The reason most often cited for noncontinuance was "desired class unavailable." More than half the respondents gave employment as their current activity, and 22 percent were attending another school. Half the respondents had plans to continue their education in fall 1976. Of these, 65 percent planned to attend a Hawaii community college, and 21 percent the University of Hawaii at Manoa. The goal considered important by the highest proportion of students was to get a broad general education. The overall ratings of the community colleges ranged from B- to C+. Data are organized into tables and graphs, and the survey instrument is appended. (NHM)

ED 121 383 JC 760 225

Report for Public Community Colleges, 1974-75.
Florida State Dept. of Education, Tallahassee.
Div. of Community Junior Colleges.

Pub Date Mar 76

Note—98p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Articulation (Program), Community Colleges, Costs, *Educational Finance, *Enrollment Trends, Expenditures, Instructional Programs, *Junior Colleges, State Aid, State School District Relationship, Statewide Planning, Statistical Data, *Statistical Surveys, Teacher Salaries

Identifiers—"Florida

This report is intended to provide information with which to answer those questions about Florida's community colleges most frequently asked by members of the legislature, state agencies, external agencies, citizens, administrators, faculty members, and students. Introductory sections describe the history, goals and philosophy, and organization of the Florida public community college system. In addition, material on financial support, articulation, and legislative regulations on the establishment of occupational, vocational, and general adult education programs is presented. Appended are 23 tables of data which make up the bulk of the document. These include: opening and end of term headcount enrollment by class, program, and first-time or transfer status; annual FTE (full-time equivalent) enrollment by term and discipline; degrees and other awards; annual salaries for instructional, administrative, and other personnel; revenues and expenditures for the General and Restricted Current Funds; full cost summary per FTE; and direct cost of instruction per FTE by program. Because of its unusual balance of local control with state coordination and support, the Florida community college master plan has been a national model for long-range planning and the orderly development of a statewide system of community colleges. (Author/NHM)

ED 121 384 JC 760 226

Tatham, Elaine L.
Community Response to Direct Mail from a Community College, Including an Evaluation of a Credit Card Plan.

Johnson County Community Coll., Overland Park, Kans.

Pub Date Jan 76

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, *Community Service Programs, *Cost Effectiveness, Costs, Credit (Finance), *Junior Colleges, Mass

Media, Noncredit Courses, Program Effectiveness, Publications, *Publicize, Public Opinion Identifiers—Direct Mail Advertising

This report compiles three studies conducted by the Office of Institutional Research at Johnson County Community College (JCCC) to evaluate the cost effectiveness of the various publicity methods initiated since 1971 to promote continuing education/community services activities. The three studies are: (1) cost effectiveness of newspaper advertisement, special brochures, and a variety of course bulletins and catalogs mailed to each county household; (2) trial credit card plan evaluation; and (3) opinion of Johnson County residents concerning direct mail course information. The effectiveness of the various course bulletins is determined through a tally of the sources of course registration forms actually used. The trial credit card plan for payment of tuition and/or course fees is evaluated based on its cost effectiveness: how much the plan cost, how many people used it, and how much it influenced the student to take more courses. Results of an opinion survey of 47 randomly selected credit users are also analyzed. Through voluntary returns of a brief questionnaire in the course bulletin and a random telephone survey of 200 Johnson County residents, community opinion about the college and the utilization of mailed bulletins is surveyed. The results of the three studies are discussed in an overall summary, and methods of improving publicity are recommended. (JC)

ED 121 385 JC 760 227

Quarty, Michael

Evaluation of Television Offerings, Fall 1975. Johnson County Community Coll., Overland Park, Kans.

Pub Date Mar 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors—Community Colleges, *Educational Television, *Junior Colleges, *Student Attitudes, Student Characteristics, Summative Evaluation, *Telecourses, Television Curriculum

Identifiers—Ascent of Man, Classic Theatre

This report summarizes results of a survey administered to Johnson County Community College (JCCC) students enrolled in two television courses, Classic Theatre, and The Ascent of Man, during fall 1975. Although questionnaires were mailed to 60 students in Classic Theatre and 121 in The Ascent of Man, usable responses were received from only 23 (38 percent) and 68 (56 percent) respectively. Females predominated in Classic Theatre (65 percent), and males in The Ascent of Man (76 percent). Classic Theatre had more students over 50 and fewer under 20 than the other course. The major source of information about the courses was a college bulletin. The two major reasons for taking the course were the three degree credits offered and general interest. Students were faithful about watching the television programs, but over 50 percent did not attend any of the seminars. Most students read the text at least once. Students responded overwhelmingly that the television presentations were effective. The consensus was that evenings are the most convenient time for television classes. Ninety percent of the students were interested in taking additional classes at JCCC. Many students (37 percent) criticized the testing used in The Ascent of Man course. Survey responses are tabulated and the questionnaire is appended. (Author/NHM)

ED 121 386 JC 760 228

Application and Enrollment Patterns of Transfer Students, Fall 1974. Report Number 6-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No—RN-6-76

Pub Date Mar 76

Note—235p.; Some of the tables may reproduce poorly in hard copy due to print size

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage Descriptors—Articulation (Program), College Admission, College Credits, College Students, Comparative Analysis, Educational Trends, *Higher Education, Junior Colleges, *State Surveys, *Statistical Studies, Transfers, *Transfer Students

Identifiers—New York, *State University of New York, SUNY

A total of 27,745 transfer students were enrolled in fall 1974 at institutions in the State

University of New York (SUNY). This represents an increase of 9.6 percent over fall 1973, and maintains the continuous growth of transfer students entering SUNY institutions. Of these students, 63.5 percent were enrolled in senior institutions and 36.5 percent in two-year colleges, a distribution similar to that of fall 1973. The majority of transfer students originated from within the SUNY system (59.7 percent), representing a slight increase over fall 1973. The most common type of transfer (34.9 percent) was the student who transferred from a two-year institution in the SUNY system to a four-year SUNY institution. The second most common type of transfer (18.4 percent) was the student who transferred from outside the SUNY system to a SUNY senior institution. The third most common type (17.3 percent) was the student who transferred from a non-SUNY institution to a SUNY two-year institution. This document presents 99 tables of data which organize information on transfers in the SUNY system as a whole, and in individual SUNY institutions. (Author/NHM)

ED 121 387 JC 760 229

Kelly, J. Terence Anandam, Kamala

Response System with Variable Prescriptions (RSVP): A Faculty-Computer Partnership for Enhancement of Individualized Instruction.

Pub Date 76

Note—59p.; Paper presented at the SCUP/M-DCC/Cause Workshops on Advanced Planning and Management Systems in Education (Miami Beach, Florida, March 16-19, May 11-14, 1976). Examples of computer printouts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Autoinstructional Aids, *Autoinstructional Methods, Community Colleges, *Computer Assisted Instruction, *Educational Technology, *Individualized Instruction, *Junior Colleges, Literature Reviews

Identifiers—Response System with Variable Prescriptions, RSVP

Miami-Dade Community College's Response System with Variable Prescriptions (RSVP) is an example of faculty-computer partnership directed toward individualizing instruction while managing up to 5,000 students in a single course, regardless of class format. Individualization of instruction is accomplished by RSVP by virtue of its potential for three functions: (1) It can maintain a record on each student in a course, including name, address, phone, personal attributes, and exam or survey responses; (2) It can print reports to students which include scores on surveys and exams, a diagnosis of individual student problems based on survey or exam performance, and a prescription of appropriate, personalized assignments; (3) It can provide the instructor with reports, including statistics on surveys and exams, and a class roster. The RSVP system consists of eight programs with different job assignments to help the system execute these three functions. This document surveys the literature on computer assisted instruction, and describes the operation of RSVP with particular emphasis on its instructional, managerial, and research related aspects. Examples of letters sent by the computer to students are appended, along with a follow-up report on RSVP operation in the eight courses using it at Miami-Dade in fall 1975. (NHM)

ED 121 388 JC 760 230

Alvir, Howard P.

A Sample CISNE [Computerized Information Service for Nursing Educators] Nursing Course.

Note—77p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Computers, Course Descriptions, Course Evaluation, *Courses, *Data Bases, *Information Systems, Junior Colleges, *Nursing

The Computerized Information Service for Nursing Educators (CISNE) is a computerized information system designed to help nursing instructors exchange ideas in an attempt to improve teaching methods. The system, which is under development, will assist nursing educators by performing eight functions: (1) coding courses for instant input and retrieval, (2) providing course goals that give a general idea of the major professional content of a specific program, (3) developing courses through major topics, (4) providing course evaluation methods, (5) developing per-

formance objectives for each major subdivision, (6) banking alternative test items for each objective, (7) identifying resources, and (8) presenting cost-effectiveness profiles of available learning resources for each objective. This booklet illustrates what this system can do for teachers, schools, and students. It presents materials as received from various nursing educators and shows the kinds of revisions CISNE will make. (DC)

ED 121 389

JC 760 231

Parsons, Michael H.

Meeting the Challenge of Change.

Pub Date 18 Mar 76

Note—14p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (56th, Washington, D.C., March 18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Case Studies, Community Colleges, *Educational Alternatives, *Educational Change, Educational Needs, *Instructional Innovation, *Junior Colleges, Outreach Programs

Identifiers—Hagerstown Junior College, Non-traditional Students

This report presents a case study of how Hagerstown Junior College (HJC) has adjusted its curriculum to meet the challenges presented by the "new" student, the needs of the community, and the need for institutional self renewal. HJC has adopted a modularized, audio-tutorial, contractual (MATC) system of instruction. This system uses diagnostic pretesting, a variety of learning experiences and instructional media, and a formal system for setting behavioral objectives. Preliminary examinations of student achievement on the basis of contract completion rates, grade distribution patterns, attrition, and student satisfaction indicate that the MATC system is an effective strategy for meeting the diversity of the "new" student population. In order to meet the needs of the community, HJC has instituted a program for prison inmates, has cooperated to provide general education courses for students of a local proprietary business college, has provided programs for the military personnel stationed at nearby Fort Ritchie, and has granted credits to students enrolled in courses offered through the Maryland College of the Air television network. Aspects of HJC's staff development program include a series of annual workshops, an instructional clinic, and a system of college funded instructional research and development. (NHM)

ED 121 390

JC 760 232

Stoddard, Peter M.

Greenfield Community College Survey of Alumni, 1962-1974.

Greenfield Community Coll., Mass.

Pub Date 7 Nov 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, *Followup Studies, *Graduate Surveys, *Junior Colleges, Student Attitudes, *Student Characteristics

Identifiers—Greenfield Community College

In 1974, Greenfield Community College initiated an evaluation project designed to gather information on former students. A survey instrument was designed to identify selected personal and demographic characteristics of former students and their post-college activities, and to ascertain the attitudes of former students toward their community college experiences. A total of 1,063 questionnaires were sent to former students whose addresses could be validated. The 567 responses (53 percent) are assumed to be a sampling of 10-15 percent of the total number of students who attended GCC between its inception in 1962 and 1974. This report displays and evaluates the data elicited from responses to the survey instrument, and further divides the data according to grade point average of the respondent, whether the respondent graduated, and whether he was enrolled in a liberal arts or occupational program. The survey instrument is appended. (NHM)

ED 121 391

JC 760 233

Agreement Between Delaware County Community College and Delaware County Community College Association of Higher Education, 1975-1977.

Delaware County Community Coll., Media, Pa. Note—45p.; Not available in hard copy due to marginal legibility of original document

150 Document Resumes

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Collective Bargaining, Community Colleges, *Contracts, *Junior Colleges, *Negotiation Agreements
Identifiers—*Delaware County Community College

This document presents the 17 articles of the collective bargaining agreement reached between the Board of Trustees of Delaware County Community College (DCCC) and the DCCC Association of Higher Education. It describes the relationship between the board and the association and outlines the rights of both organizations. Specifically discussed are: the assignments and responsibilities of members of the instructional staff, the contents of personnel files, contract procedures, workload, salary, fringe benefits, leaves with pay, leaves without pay, grievance procedures, and other miscellaneous provisions. (NHM)

ED 121 392 JC 760 234
The History of Alabama State Junior Colleges.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, *Educational History, *Educational Legislation, *Junior Colleges, *State Legislation, Technical Institutes
Identifiers—*Alabama

This document provides a brief legislative history of the Alabama State Junior College System, beginning with the 1961 creation of a statewide junior college governing body, and culminating with the establishment in 1973 of Chatahochee Valley Community College, the nineteenth school in a statewide junior college system which serviced over 40,000 students in fall 1974. The tests of several state laws applying to junior colleges are included as are many of the decisions and recommendations of the Committee on Junior Colleges. A map of the locations of the 19 state junior colleges and 29 technical colleges and institutes is appended, as are names and addresses of the institutions. (NHM)

ED 121 393 JC 760 236
Through the Open Door; A Study of Persistence and Performance in California's Community Colleges. Report 3: The Other Side of Persistence.

California State Coordinating Council for Higher Education, Sacramento.

Report No.—Council R-74-2

Pub Date Feb 74

Note—19p.; For related documents, see ED 086 286 and 287, JC 760 144 and 237; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, *Dropouts, Junior Colleges, *Junior College Students, Longitudinal Studies, *Persistence, *State Surveys, Student Characteristics, *Withdrawal
Identifiers—*California

This report, part three of a long-range study of persistence and performance in California's community colleges, presents rates of non-persistence for the sample of 35,000 students during 1972-73, their first year of enrollment. About 18 percent of the new students enrolled for credit withdrew from all classes before the end of the fall term. An additional 22 percent completed the first term, but did not continue into the spring term. Only 8 percent of the students who persisted into the spring term withdrew from all classes before the end of their first year. About 20 percent of the fall withdrawals reenrolled in the spring, and one-third of these withdrew a second time. Full-time students exhibited significantly higher rates of persistence to the end of the term than part-time students. Students with prior experience at another institution displayed somewhat lower rates of persistence than first-time students, as did the women in the sample, compared to men. The representation of minority students in the groups of non-persisters was about equal to their representation in the total sample. A large portion of the students completing only one term were fairly successful academically, as measured by grades, particularly students with prior college attendance. Four tables of data are presented. (Author/NHM)

ED 121 394 JC 760 237
Through the Open Door; A Study of Persistence and Performance in California's Community Colleges. Report 4: A Limited View of Performance.

California State Postsecondary Education Commission, Sacramento.

Report No.—Comm-R-1-74

Pub Date Jul 74

Note—21p.; For related documents see ED 086 286 and 287, JC 760 144 and 236

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Community Colleges, Comparative Analysis, Dropouts, *Grades (Scholastic), *Junior Colleges, Longitudinal Studies, *Persistence, *Student Characteristics, Withdrawal
Identifiers—*California

This report, the fourth part of a long-range study of persistence and performance in California's community colleges, deals with the performance of the 82 percent of the 35,000 student sample who entered the California community college system in fall 1972 and completed at least one term. Sixty percent of the total sample continued beyond one term, and 22 percent completed the first term, but did not continue. The various performance measures that are analyzed in this report include course grades and other final actions (withdrawals), semester grade point averages, unit loads attempted in relation to grade point averages, and incidences of withdrawal from classes. Sources of variance in performance are examined, including first-time freshmen versus transfer students, day versus evening students, men versus women, and persisters versus students who enrolled for only the first term. Data are organized into five tables, and generally show that the records of students who discontinued after one term were not as good as those of persisters. It is possible, however, that many students who were classified as completing one term and not continuing were not attending classes at the end or failed to take final examinations, but were not recorded by the college as total withdrawals. (Author/NHM)

ED 121 395 JC 760 238
McClure, Lyndon

Occupational-Technical Curriculum Development TV Study.

Dallas County Community Coll. District, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Broadcast Television, Community Colleges, Course Evaluation, *Educational Television, *Junior Colleges, Literature Reviews, *Program Effectiveness, Student Attitudes, *Teaching Methods, Technical Education, *Vocational Education
Identifiers—Dallas County Community College District

Section I of this report provides a brief review of various experiments and studies conducted in the United States and abroad on the effectiveness of televised occupational-technical courses. Issues discussed include the packaging of televised instruction; the need for preproduction testing; the limitations of television teaching; teacher and student attitudes toward televised instruction; the effects of animation, dramatic presentation, humor, etc. on instructional television; and the effectiveness of various formats and instructional techniques. Section II describes the efforts of the Dallas Community College District to develop a television curriculum in the occupational-technical area. Pilot lessons were filmed of three specially selected courses: Computer Programming, Criminal Investigation, and Radiographic Positioning. The evaluations of these pilot lessons are presented. Section III presents the 1974-75 evaluation results of the four telecourses that were offered by the Dallas County Community College District. Enrollment averaged about 950 students per telecourse per semester. The majority of these students considered the telecourse to be an academically respectable and useful way to earn college credit. Recommendations and suggested revisions are appended, along with a bibliography. (Author/NHM)

ED 121 396 JC 760 240
Gammel, Jeanne M. And Others

Follow-Up Study of 1969 to 1975 Graduates of the Division of Technology of New York City Community College.

New York City Community Coll., Brooklyn, N.Y.

Pub Date Apr 76

Note—134p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Community Colleges, Employment Experience, *Engineering Technology, *Follow-up Studies, *Graduate Surveys, *Junior Colleges, Participant Satisfaction, Salaries, Student Attitudes, *Technical Education, Vocational Followup
Identifiers—*New York City Community College

This study examines the achievements of seven graduating classes (1969 to 1975) in 12 curricula of the Division of Engineering Technology at New York City Community College (NYCCC). In all, 2,087 technology graduates were surveyed, and 922 usable responses were received (44 percent). Achievement was measured in terms of graduate activities with the following variables: present occupational status; field retention of employed graduates; proportions in senior, supervisory, managerial or professional positions; salaries; first job field retention and salaries; salary differences, change of employers and change of job titles between first and present jobs; further college attendance; further degrees sought or completed; and other variables related to employment and further education. In addition, several variables measured alumni perceptions of the NYCCC curricula such as: relationships between first and present jobs and the curricula; preparation for a career; preparation for further education; helpfulness of elective courses; whether they would recommend their curricula to their friends; citation of outstanding instructors; the effects of the economy on students' careers. Twenty-nine tables of data are presented, and the survey instrument is appended. (Author/NHM)

ED 121 397 JC 760 241

Hoffman, Allan M.

Case Study: Academic Freedom.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Freedom, *Administrator Responsibility, Art Expression, Case Studies, Censorship, Community Colleges, *Creative Expression, *Junior Colleges, *Teacher Responsibility

This paper presents a case study of a confrontation between an art instructor and college officials at a hypothetical community college on the issue of academic freedom. It highlights the conflicting interests of the instructor and the college and emphasizes the instructor's obligation not to cause embarrassment to his college and his peers. It also emphasizes the need for fully developed administrative policies and procedures to deal with the display of creative materials. (DC)

ED 121 398 JC 760 242

Hazard, Francis E. Rosebush, Judson

Assessment of Community Concerns for Quality of Life: A Perspective for the Bicentennial. (A Layman's Abstract of a Research Paper.)

Kent State Univ., Ohio. Tuscarawas Campus.

Pub Date 76

Note—47p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (56th, Washington, D.C., March 17-19, 1976)

Available from—Kent State University, Tuscarawas Campus, University Drive, N.E., New Philadelphia, Ohio 44663 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Attitudes, Community Leaders, Community Services, *Community Study, *Community Surveys, *Human Living, *Local Issues, *Public Opinion, Questionnaires, Research Methodology, Rural Environment, Sociocultural Patterns
Identifiers—Ohio (Tuscarawas County), *Quality of Life

In order to identify and obtain an assessment of public attitudes about "quality of life" conditions and issues in Tuscarawas County, 25 students enrolled on the Tuscarawas Campus of Kent State University were specially trained to conduct interviews with a random sample of 307 Tuscarawas County residents and 50 specially

selected "thought leaders"—professionals who hold prestige positions in the community. In all, 242 members of the general population and 48 "thought leaders" were actually interviewed. Respondents were asked to indicate the degree of their satisfaction or dissatisfaction with regional services and issues in the following areas: health care and social services, security, housing, local government and its services, law and order, recreation and environment, taxes, schools, consolidation of services, and confidence in specifically named public figures. Each respondent made 175 judgments, and each judgment had seven gradations. Valuable data were obtained which can be of benefit to community leadership groups, organizations, and institutions interested in grass roots attitudes, and in developing goals for improving the quality of life in the community. Response variance was found to exist on some topics according to group, place of residence, and other demographic variables. The survey instrument and results are appended. (Author/NHM)

ED 121 399 JC 760 243

Gibson, Lois Davis

A Study of the Entry-Level Functions of Technical Nurses in Health Care Facilities.

Pub Date 75

Note—166p.; Paper prepared in partial fulfillment of requirements for Ed.D. Degree, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Behavioral Objectives, Community Colleges, *Core Curriculum, *Curriculum Development, Employer Attitudes, Entry Workers, Graduate Surveys, *Junior Colleges, *Nursing, Performance Based Education, Rating Scales, Student Attitudes

Identifiers—Florida Junior College Jacksonville, Technical Nursing

As part of a project to assess the effectiveness of the Technical Nursing Program at Florida Junior College (FJC) at Jacksonville in providing its graduates with job entry skills, a list of 38 technical nursing competencies was compiled, and an instrument was developed which requested three groups of jurors to rate these competencies according to importance. These jurors included: 20 supervisors and head nurses from local hospitals, all 17 FJC technical nursing faculty members, and 20 recent FJC nursing program graduates. Because all competencies were rated at the "useful" level or above, this list of 38 competencies was used in developing a second questionnaire which was distributed to 89 supervisors and head nurses and 132 1973-74 program graduates. A total of 51 supervisors and head nurses and 60 graduates responded (57 and 45 percent, respectively). The supervisors did not rate the graduates as performing any competencies at the mastery level, but felt that 75 percent of the competencies were performed at an acceptable level. The graduates felt that their performances ranged from a high skill to an acceptable level. On the basis of these data, a model curriculum is proposed which incorporates the competencies into the program offerings. A literature review and the survey instruments are included. (NHM)

ED 121 400 JC 760 244

Morris, William R.

Occupational Education.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Apr 76

Note—31p.; Presentation to the Board of Governors of the California Community Colleges (April 21-22, 1976). Appendices have been deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, Educational Assessment, Federal Legislation, *Financial Support, *Junior Colleges, *Program Evaluation, *State Federal Aid, State Surveys, *Vocational Education

Identifiers—California, *Vocational Education Act

Although fiscal support for occupational programs in California Community Colleges is provided primarily by state and local district taxes, about ten percent of the total support is provided through federal sources. Federal regulations under the Vocational Education Act (VEA) require the recipients of federal funds to provide consultative, monitoring, and evaluation services. The primary evaluation of community college occupational programs in California is accomplished

by project COPES (Community College Occupational Program Evaluation System). In addition, third-party evaluations of programs, services, and fiscal audits are accomplished by specially funded projects. This report presents evaluation findings and conclusions concerning occupational education in California community colleges, organized according to the specific requirements of the VEA. These include: (A) Programs for the Disadvantaged; (B) Vocational Programs; (C) Research; (D) Exemplary Funds; (E) Professional Development; (F) Consumer and Homemaking Education; (G) Cooperative Vocational Education; (H) Work Study Programs. (Author/NHM)

ED 121 401 95 JC 760 245

Schon, James F.

Technology Education; Engineering Technology and Industrial Technology in California Community Colleges: A Curriculum Guide.

California Community Colleges, Sacramento. Office of the Chancellor.; San Francisco Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—142p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Articulation (Program), Civil Engineering, Community Colleges, *Core Curriculum, Course Descriptions, Electromechanical Technology, Electronic Technicians, *Engineering Technology, *Industrial Technology, *Junior Colleges, Mechanical Design Technicians, *State Curriculum Guides, State Surveys, Technical Education

Identifiers—*California

In order to identify the distinguishing characteristics of technical education programs in engineering and industrial technology currently offered by post-secondary institutions in California, a body of data was collected by visiting 25 community colleges, 5 state universities, and 8 industrial firms; by a questionnaire sampling of 72 California community colleges; and by conducting an Industry-Education Workshop. Based on these data, this publication gives classification guidelines for curricula within the engineering and industrial technology fields, identifies characteristics of the curriculum structures, and recommends core curricula for selected disciplines, including electronics technology, mechanical technology, electro-mechanical technology, and civil technology. Included in the discussions of the recommended core curricula are recommended prerequisites, a suggested curriculum sequence, suggested technical electives, course descriptions, and employment opportunities. Appended are: a description of data collecting procedures, and a copy of the survey instruments; articulation information for both engineering and industrial technology; supplementary information on the Unified Physics course; course descriptions of remedial courses; and a list of comments from industry. (NHM)

ED 121 402 JC 760 246

Ebey, George And Others

Vocational Education—Part A Grants Evaluation, 1972-1973.

Ebey (George) Associates, Palo Alto, Calif.

Spons Agency—California Community Colleges, Sacramento. Div. of Occupational Education.; California State Dept. of Education, Sacramento. Vocational Education Services.

Pub Date Jul 74

Note—215p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Grants, Junior Colleges, *Program Descriptions, *Program Evaluation, Projects, Secondary Education, *State Aid, Student Characteristics, *Vocational Education

Identifiers—*California, Vocational Education Amendments 1968

This document presents an independent evaluation study of the 87 grants awarded in fiscal year 1972-73 by the California State Department of Education and the Chancellor's Office of the California Community Colleges, under the Vocational Education Amendments of 1968. It describes the context of the projects which were awarded grants, including the range of organizational characteristics and geographic settings; categorizes the range of treatments provided during the projects; describes the student beneficiaries of the projects, including age, sex, vocational program, ethnic group, and criteria which

qualified individuals as disadvantaged; determines the extent to which project objectives were accomplished; analyzes the validity of project objectives in terms of legal intent and organizational need; and determines local perception of the effectiveness of the state administration of the project funds. A total of \$1,881,290 was distributed altogether, of which community college districts received \$948,800, unified and high school districts received \$821,090, and county offices of education received \$111,400. Brief summaries of the evaluations of all 87 projects are appended. (Author/NHM)

ED 121 403 JC 760 247

Cross, K. Patricia

New Roles for College Teachers.

Pub Date 19 Mar 76

Note—12p.; Paper prepared for the Annual Meeting of the American Association of Community and Junior Colleges (56th, Washington, D. C., March 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, Educational History, *Individualized Instruction, *Instructional Innovation, *Junior Colleges, Open Enrollment, *Post Secondary Education, *Teacher Role, Teaching Methods

From a goal of academic excellence for the few in the 1950's, higher education moved to a goal of educational opportunity for all in the 1960's. Although the open access philosophy led to the influx of many poorly prepared students, the teaching methods of the 1950's persisted. Only in the 1970's have college teachers begun to deal with the problems presented by diverse students with varying learning rates and styles. Higher education is now in the midst of an instructional revolution in which individualized, self-paced methods have come to the fore. Although traditionally selective colleges are not yet involved in this movement, as they continue to admit students who have attended community colleges utilizing individualized instruction, they may soon be faced with a student rebellion aimed at self-pacing and other new instructional strategies. As the movement spreads, the concomitant shift in emphasis from "teaching" to "learning" will require major role changes for college teachers; in the 1980's they will be as skilled in the diagnosis and treatment of student learning problems as they are in their disciplines. A final implication of the movement is that the concepts of credits, grades, and semesters will soon be replaced by self-paced competency-based education. (DC)

ED 121 404 JC 760 248

Cox, Clarice Robinson

Educare for the Elderly: Hawaii's Post 60 Students Respond to a Trial Humanities Course.

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Course Descriptions, Experimental Programs, *Humanities, *Older Adults, Post Secondary Education, Program Development, *Senior Citizen, *Workshops

In April and May 1974, the Center of Continuing Education and Community Service of the University of Hawaii at Hilo sponsored a course for 41 members of the Hui Aloha senior citizens club. Between 39 and 44 students, ranging in age from 60 to 93, participated in an experimental workshop program which involved four 8-hour tours of colleges and museums, and lectures by artists subsidized by the Artists in Residence Program. While a great deal of information was covered, this noncredit course did not require tests or essays. This document reviews the steps taken to develop the course, describes the physical arrangements, and gives a detailed description of each of the four sessions. Seven recommendations for senior citizen education are given based on the course, and other educational programs for the elderly are briefly surveyed. (NHM)

ED 121 405 JC 760 249

Educational Program Master Plan for San Mateo Community College District.

San Mateo Community Coll. District, Calif.

Pub Date Jun 75

Note—96p.; For a related document see JC 760 250

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—College Planning, College Role, Community Colleges, Educational Assessment, Educational Needs, *Educational Objectives, *Educational Planning, *Junior Colleges,

*Master Plans, *Multicampus Districts, Policy Formation
Identifiers—Charrette, *San Mateo Community College District

In 1974, the San Mateo Community College District (SMCCD) organized a District Master Planning Committee (DMPC), which was charged with outlining a planning program for the District which would be responsive to individual and community needs. The DMPC was comprised of student, staff, and community representatives, and was aided by a District Master Planning Staff, and three College Master Planning Committees, one from each of the District colleges. This document presents the DMPC master plan which uses information from 14 technical reports and two Charrette sessions to set programmatic and policy goals and objectives, make recommendations for change, and identify potential problems or conflicts in the following areas: (1) academic programs; (2) occupational programs; (3) student services; (4) community services. Also included in this report are a description of the SMCCD mission statements, a list of SMCCD's ten general goals, and a philosophic discussion of the need for long-range educational planning. (NHM)

ED 121 406 JC 760 250
San Mateo Community College District Technical Reports. [Volumes I and II].

San Mateo Community Coll. District, Calif.; Tadlock Associates, Los Altos, Calif.
Pub Date Jun 75

Note—728p.; Some tables and charts may reproduce poorly due to small size of print. For a related document see JC 760 249

EDRS Price MF-\$1.33 HC-\$39.51 Plus Postage

Descriptors—College Administration, College Role, Community Attitudes, Community Colleges, Community Services, *Educational Assessment, Enrollment Projections, *Institutional Research, *Junior Colleges, *Multicampus Districts, Needs Assessment, Occupational Surveys, School Statistics, Student Characteristics
Identifiers—*San Mateo Community College District

This series of 14 technical reports was prepared to provide baseline information concerning the three institutions comprising the San Mateo Community College District (SMCCD)—their faculties, staffs, and students—for use as background material in preparing a district master plan. The reports are published in two volumes and are based on the results of several research surveys, enrollment data, personnel records, college catalogues, state and federal government reports, and a review of SMCCD facilities and services. The reports include: (1) a comparison of the mission statements of SMCCD and the three district colleges; (2) a report on a community needs assessment questionnaire; (3) a report of perceptions of SMCCD held by 14 selected groups; (4) a report on an occupational needs assessment survey; (5) a projection of SMCCD student enrollment (1975-1980); (6) a comparison of 1969, 1971, and 1973 student profiles; (7) a certificated staff profile; (8) a report on administrative functions and patterns; (9) the demographic data base of SMCCD; (10) a comparison of SMCCD programs for 1969, 1971, and 1973; (11) a description of SMCCD learning resources; (12) a facility review; (13) a description of student services; (14) a description of community services. The individual reports include tables of data, survey instruments, or excised sections of policy statements, where applicable. (NHM)

ED 121 407 JC 760 251
Maloney, John D.
A System of Individualized Reading Diagnosis and Instruction on the Community College Level.
Pub Date [Apr 76]

Note—9p.; Paper presented at the Annual Meeting of the Western College Reading Association (Tucson, Arizona, April 8-11, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Individual Instruction, *Junior Colleges, Peer Teaching, *Reading Centers, Remedial Reading Programs, *Training, Tutorial Programs, *Tutors, *Video Tape Recordings
Identifiers—Ohlone College

The Ohlone College Reading Center had developed an integrated system of diagnostic testing procedures, individualized prescription of skill building materials, and the training of reading tutors which provides the remedial reading student with personalized instruction based on his specific skills needs. The key to this successful program is the creative and effective use of 16 Reading Tutor Videotapes developed by the reading instructor to train student tutors in the administration of diagnostic reading tests and in the use of prescribed skill building materials. This document describes the procedures used to identify remedial students, train student tutors, administer diagnostic tests, and assign skill building materials. A list of the videotapes available and descriptions of their contents are appended. (Author/NHM)

ED 121 408 JC 760 252

Benjamin, Barbara Cohen And Others
Evaluating and Auditing a Community College Learning Skills Center Program.

Los Angeles City Coll., Calif.; Los Angeles County Superintendent of Schools, Calif.
Pub Date 6 May 76

Note—16p.; Paper presented to the Annual Conference of Educational Program Auditors and Evaluators (Oakland, California, May 6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Basic Skills, Bibliographies, Community Colleges, Dropout Rate, *Evaluation Methods, Individualized Programs, *Junior Colleges, *Learning Laboratories, Persistence, *Program Evaluation, Skill Centers, Tutorial Programs

Identifiers—Los Angeles City College

The Learning Skills Center (LSC) at Los Angeles City College is an individualized learning laboratory which offers assistance to students in communication skills and quantitative skills, and provides tutoring in all college-level courses. ISC's programs are diagnostic and prescriptive, and services are available to students on both voluntary and referral bases. This document describes the establishment of an evaluation and management control system for LSC, and presents the results of the first evaluation. Basically, the evaluation involved a comparison of dropout rates between those LSC students who were enrolled in basic English or mathematics classes, and Los Angeles City College students who had been involved in a baseline dropout study. The baseline persistence study showed a dropout rate of 42.8 percent for students in basic English. The dropout rates for the LSC program participants enrolled in basic English, on the other hand, were 16 percent for the fall semester and 6.6 percent for the spring semester of 1974-75. The baseline study showed a 45 percent dropout rate for basic mathematics, as compared to 22.1 percent for the LSC participants during the fall semester and 10 percent for the spring semester. Data are organized into tables, and a bibliography of references for educational program evaluation and audit is appended. (Author/NHM)

ED 121 409 JC 760 253

Jaski, Ernest
The Dynamics of Student-Environment Interaction; Felician College, 1968-1974.

Pub Date Jul 75
Note—50p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 19-23, 1976). Page 10 is copyrighted and therefore not available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Church Related Colleges, *College Environment, Comparative Analysis, Enrollment Trends, Junior Colleges, Longitudinal Studies, *Personality Development, Personality Tests, Self Esteem, Standardized Tests, Student Attitudes, Student Characteristics, *Student College Relationship, *Values, Womens Education

Identifiers—Allport Vernon Lindzey Study of Values, Felician College, Impact Studies, Stern Activities Index, Stern College Characteristics Index

This study investigated the interactive effects of student personality, values, and changing college environment at Felician College, a church-related two-year Women's college in Illinois. Students enrolled in 1968 were compared with students enrolled in 1974, during which time the enrollment of the college changed from a majority of highly

religious novices and postulants committed to teaching or nursing in Catholic schools and hospitals, to a majority of lay students with secular career orientations in many fields. Students' personality profiles and value orientations were measured by Stern's Activity Index and the Allport-Vernon-Lindzey Values Inventory. Perceptions of college environment were measured by Stern's College Characteristics Index. Significant differences were found in the personality traits or need dispositions of the two groups of students and in their perceptions of college environment, along with major shifts in value orientations. While the 1974 students were found to be more emotionally expressive, adaptable, tolerant, egotistic, and aggressive than the 1968 students, they nonetheless scored equally on abasement and were even more self-deprecating. Complete survey results are tabulated and included in the document, and eight policy recommendations are made. (BB)

ED 121 410 JC 760 256

Fall 1975 Entering Students in Spring 1976; A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Second Semester. Student Flow Project, Report No. 10. Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—57p.; Some tables may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Colleges, Comparative Analysis, Dropout Characteristics, *Dropout Research, *Educational Objectives, *Junior Colleges, Longitudinal Studies, *Persistence, Questionnaires, School Surveys, Student Attitudes, *Student Characteristics

Identifiers—*Hawaii

As part of a longitudinal study examining student progress through the Hawaii community colleges, this study examines the characteristics of 8,979 students who entered the community colleges in fall 1975 and compares the student profiles of the 6,503 who enrolled in spring 1976 with the 2,476 who discontinued their enrollment. The study is based on information in student files and on responses of students to an evaluation survey of their first semester. Major findings are presented in three sections: (1) comparison of all continuing and non-continuing students, by campus, as to age, sex, marital status, high school background, entry status, grade point average, full- or part-time status, program, and credit completion ratio; (2) comparison of all continuing and non-continuing students, by campus and program (liberal arts, business, health services, hotel/food services, public services, or technology) as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio; (3) comparison of continuing and non-continuing survey respondents at Hawaii, Honolulu, Maui, and Windward campuses as to goals they considered important, average degree of fulfillment of expectations, and evaluations of their community college experiences. Pertinent data are tabulated and graphed and detailed tables are appended. (NHM)

ED 121 411 JC 760 260

Desmarais, Armand And Others
Computer Assisted Instruction—An Alternative Approach to Learning for Bristol Community College Students.

Pub Date 15 Jan 74

Note—71p.; Ed.D. Practicum, Nova University. Appendices have been deleted due to marginal reproducibility

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Budgets, Community Colleges, *Computer Assisted Instruction, *Junior Colleges, *Program Costs, Program Descriptions, *Program Planning, Shared Services, Surveys, Time Sharing

Identifiers—Bristol Community College

In order to investigate the use of Computer Assisted Instruction (CAI) as a means of implementing an alternative method of learning for Bristol Community College students, a nationwide survey of 31 educational institutions was undertaken in 1973 (66 percent response rate). On the basis of survey responses, this document describes the CAI systems of eight selected in-

stitutions which are using CAI and are leaders in the CAI field. In addition, the CAI facilities of three southern Massachusetts institutions which either have CAI or are planning to implement CAI are described on the basis of information gleaned from site visits. Several alternative budgets for CAI implementation at Bristol are presented, calculated according to time sharing hardware with three alternative institutions, and on the basis of six alternative software systems. Sample CAI programs are presented, illustrating four possible uses of CAI: drill and practice, tutorial, simulation, and problem solving. Recommendations for implementation are made and a bibliography on CAI is appended. (NHM)

PS

ED 121 412 PS 008 318
 Lewis, Judith. *And Others*
Family Developmental Center: A Demonstration Project. Final Report.
 San Francisco Family Service Agency, Calif. Family Developmental Center.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—OCD-CB-17
 Pub Date Jun 75
 Note—148p.; For related documents, see PS 008 320-322

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
 Descriptors—Adolescents, *Child Care Centers, *Infants, Longitudinal Studies, Lower Class Parents, One Parent Family, Parent Child Relationship, *Parent Counseling, *Parenthood Education, *Parent Participation, Program Evaluation, Questionnaires, Sex Differences, Teacher Characteristics, Teacher Evaluation, Unwed Mothers

The Family Developmental Center is a program of infant day care which during its four years of operation, has provided supportive and educational services for 82 adolescent mothers and their infants in San Francisco. This report describes the organization and development of the nursery facility, with its individualized infant stimulation programs; the weekly involvement of the mothers in the center (including care of their own and other children); parent counseling and parent group meetings; and other supportive services. Mothers accepted in the program had to agree to complete high school or a vocational program. A longitudinal study was conducted with 24 babies from infancy through 24 months of age. Infants in the center appeared to be functioning within the normal range or better in a number of areas of basic developmental importance. Psychological test data on parents indicated that the adolescent mothers had somewhat below average scores on intelligence, but felt competent and capable in their maternal role. Female teachers in the center were found to be confident, dominant, and spontaneous, male teachers more empathetic and affiliative. (GO)

ED 121 413 PS 008 320
 Lyman, Patricia
Growing with Your Baby: A Facilitator's Manual for Use with School-Age Parent Groups.
 San Francisco Family Service Agency, Calif. Family Developmental Center.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—OCD-CB-17(C3)
 Pub Date 75
 Note—107p.; For related documents, see PS 008 318 and PS 008 320-322

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Adolescents, Adult Development, Child Development, *Child Rearing, Discipline, Family Life Education, First Aid, *Group Counseling, *Infants, Nutrition, Parent Attitudes, Parent Child Relationship, *Parenthood Education, Parent Responsibility, *Parent Workshops, Pregnant Students

This facilitator's manual, produced by the Family Developmental Center of the Family Service Agency of San Francisco, is designed for use with groups of school-age mothers. Included are meeting-by-meeting instructions for the group leader and some curriculum materials for students. The introduction indicates that the leader should be sensitive to the needs of the individuals in the group and flexible in presenting materials

as the group develops. Eight units are given under the titles: (1) It's a Time for Exploration, (2) Nutrition, (3) Infant Development, (4) First Aid, (5) Developmental Crises, (6) Growing with Your Child: Discipline, (7) Growing Women, and (8) Pre-natal Development. (GO)

ED 121 414 PS 008 321
 Lyman, Patricia
Growing with Your Baby: Curriculum Materials to Accompany a Facilitator's Manual.
 San Francisco Family Service Agency, Calif. Family Developmental Center.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—OCD-CB-17(C3)
 Pub Date 75
 Note—60p.; For related documents, see PS 008 318 and PS 008 320-322

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Adolescents, Child Development, *Child Rearing, Discipline, Family Health, First Aid, Group Counseling, Group Discussion, *Infants, *Instructional Materials, Nutrition, Parent Attitudes, Parent Child Relationship, *Parenthood Education, *Parent Workshops, Pregnant Students

These curriculum materials, produced by the Family Developmental Center of the Family Service Agency of San Francisco, are designed to accompany "Growing With Your Baby: A Facilitator's Manual for Use With School Age Parent Groups." The booklet is divided into seven units which represent a total of 18 class meetings. The units are titled: It's a Time for Exploration, Nutrition, Infant Development, Developmental Crises, Growing with Your Child: Discipline, Growing Women, and Pre-natal Development. Each class deals with a topic under one of these unit headings. Curriculum materials are presented in one of two forms: (1) a series of factual questions and answers, or (2) a brief introduction to the topic accompanied by questions for discussion. (GO)

ED 121 415 PS 008 322
 Latzko, Trudy
Some Practical Aspects of Operating an Infant and Toddler Center.
 San Francisco Family Service Agency, Calif. Family Developmental Center.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—OCD-CB-17(C3)
 Pub Date 75
 Note—40p.; For related documents, see PS 008 318 and PS 008 320-322

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Child Care Centers, Communication Skills, Facility Inventory, *Infants, *Nursery Schools, *Preschool Children, Preschool Curriculum, *Program Design, Record Keeping, Records (Forms), Stimulation, Student Records, Volunteers

This booklet, which gives information on practical aspects of managing an infant nursery is based on four years' experience in operating the infant and toddler day care center of the Family Developmental Center, San Francisco. Part 1 deals with communication in the nursery. The importance of good communication between staff members and between staff and parents is stressed, and record-keeping procedures for sharing information are outlined. Sample forms are given, including checklists for parent volunteers and daily records concerning individual infants. Part 2 deals with the nursery inventory, including the approximate cost of each item recommended. Part 3 deals briefly with the infant curriculum.

ED 121 416 PS 008 362
 Starr, R. H., Jr. *And Others*
Children's Rights: Countering the Opposition.
 Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Child Abuse, *Child Advocacy, Child Care Centers, Child Welfare, Corporal Punishment, *Day Care Programs, *Discipline Policy, *Early Childhood Education, Family Day Care, *State Legislation, State Licensing Boards

Identifiers—*Children's Rights

The problems of enacting and implementing child advocacy laws at State and Federal levels

are presented along with two cases which illustrate these problems and point to the advocacy role that psychologists can perform. The first case deals with the use of corporal punishment in family day care homes in Michigan. In 1974, rules against corporal punishment met strong opposition from many day care home mothers. This opposition led to modifications of the discipline rules and the State Department of Social Services (DSS) subsequently received protests that the language of the rules was now too permissive. The final version of the rules was a compromise between the first and second drafts. The second case reported deals with the difficulty of achieving implementation of enacted child advocacy laws and describes a child care center which (in spite of repeated protests) continued to violate many DSS licensing and fire hazard regulations. The center operator appealed the closing of her program; a review committee was set up to evaluate the validity of DSS claims, and the program is still in operation in open violation of state regulations. No judicial decision has yet been made. Implications of these two cases are discussed. (GO)

ED 121 417 PS 008 376
 Webber School Evaluation Report: School Year 1974-75. (Second Year Progress Report).
 Urbana School District 116, Ill.
 Pub Date Jul 75

Note—72p.; Pages 18-23 of the original document are copyrighted and therefore not available. They are not included in the pagination; For the 1973-74 Evaluation Report, see ED 107 356

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Arithmetic, *Elementary Education, *Evaluation Methods, *Formative Evaluation, Parent Attitudes, Questionnaires, Reading Development, Reading Skills, Remedial Reading, Sociometric Techniques, Student Attitudes, *Student Evaluation, Teacher Attitudes
 Identifiers—Illinois, *Webber School Evaluation Project

This second progress report on the Webber School evaluation project in Urbana, Illinois, outlines radical changes which were implemented to humanize the school environment and to reverse the downward trend in academic achievement. Also described are the general evaluation plan used in the Urbana school district, and the design and instruments used in the Webber School evaluation project. The simple instruments used in the Webber evaluation plan were developed by teachers who were seeking answers to certain questions. The primary purpose of this continuing evaluation program was to provide direct feedback to Webber staff. The following areas are reviewed in this report: (1) Webber School's participation in the districtwide kindergarten and 4th grade reading survey, (2) arithmetic skill mastery, (3) reading skill mastery, (4) sociometric testing, (5) attitude survey for primary and intermediate age groups, (6) parent survey, and (7) teacher questionnaire. (GO)

ED 121 418 PS 008 387
 Stock, William. *Flora, June*
Cardination and Ordination Learning in Young Children.
 Pub Date Mar 75

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Cognitive Development, *Elementary Education, Grade 1, Kindergarten Children, *Number Concepts, Preschool Children, *Preschool Education, *Research, *Research Methodology

Identifiers—Brainerd (C. J.), Cardination, *Difficulty Level, Ordination

This paper analyzes Brainerd's work in assessing the developmental sequence or ordination and cardination concepts of number, and describes a study which investigated the hypothesis that task-specific difficulty could explain Brainerd's data. Three new tasks were designed for the assessment of ordination and cardination and administered to a sample of 42 children from preschool, kindergarten, and first grade classes. Each child was given a total of six different types of tasks; one counting task, two strictly ordinal tasks, two strictly cardinal tasks, and one task with both cardinal and ordinal aspects. Results indicated that (1) the Brainerd cardination task

was significantly more difficult than any other ordination or cardination task; (2) generally, no other tasks were significantly different from one another, and (3) some a posteriori analyses were in the opposite direction predicted by an ordinal theory of number. These results were interpreted as supporting the task-specific difficulty hypothesis. (Author/GO)

ED 121 419 PS 008 434
Compensatory Education Workshop Documents
(Strasbourg, October 7-11, 1974).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date May 75

Note—101p.; Portions in French

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Classroom Research, *Compensatory Education, Compensatory Education Programs, *Conference Reports, Cultural Disadvantage, Cultural Enrichment, *Early Childhood Education, Economic Disadvantage, *Foreign Countries, Program Descriptions, *Research Methodology, Research Problems, Workshops

Identifiers—*Europe, Positive Discrimination

This booklet presents papers and discussion group reports from a workshop convened by the Council of Europe to investigate research problems concerned with compensatory education for the socioculturally disadvantaged at the preschool and primary levels. Researchers from 11 countries participated in the workshop. The papers and reports, written in either French or English, include these topics: (1) the state of knowledge on social deprivation and possibilities of compensation; (2) critical examination of the notion of sociocultural disadvantage; (3) the juxtaposition of social and individual approaches in compensatory education projects; (4) the British example of positive discrimination in education; (5) the concept and effectiveness of a mastery learning in the social context of compensatory education; (6) critical examination of current evaluation research approaches and designs; and (7) the creation of continuity between home and school environments as a form of compensatory education. The problems inherent in action (field) research were the focus of the four discussion groups whose short reports are also included. (ED)

ED 121 420 PS 008 447
Molfese, Dennis L. And Others

Cerebral Asymmetry: Changes in Factors Affecting Its Development.

Southern Illinois Univ., Carbondale.

Spans Agency—National Institutes of Health (DHEW), Bethesda, Md. Clinical Center; Southern Illinois Univ., Carbondale. Office of Research and Projects.

Pub Date Sep 75

Note—33p.; Paper presented at the New York Academy of Sciences Conference on Origins and Evolution of Language and Speech (New York, New York, September 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Age Differences, *Aural Stimuli, *Cerebral Dominance, *Infants, Neurological Organization, *Sex Differences
Identifiers—*Brain, Hemispheric Differences, Neonates

This study attempts to evaluate procedures for studying hemispheric differences in newborn human infants and to determine what acoustic characteristics of speech sounds will trigger a left hemisphere (LH) response. Within 48 hours of birth, 14 neonates were individually administered five aural stimuli which comprised two speech syllables, two nonspeech stimuli, and a 500 Hz tone. These stimuli were presented individually to the infants, and corresponding auditory evoked potentials (AEP) were measured by means of recording electrodes on left and right temporal areas of the infant's brain. Factor analysis was used to isolate the minimum number of AEP components which accounted for the majority of the variance. Four factors were found which together accounted for 96% of the variance. The results offer further evidence to support the idea that hemispheric differences are present during early infancy and that there are AEP differences between male and female infants. Although the study failed to demonstrate acoustic factors which trigger differential hemispheric responding, discrete components of the AEP responses were identified which were responsive to specific

aspects of the acoustic stimuli. Information concerning temporal differences in the processing of these elements was also obtained. (GO)

ED 121 421 PS 008 448
Queen, Renee

Roots of Sex Role Mythology: Its Translation in Early Childhood Classrooms.

Pub Date 17 Oct 75

Note—17p.; Paper presented at the Annual Meeting of the Kentucky Association for the Education of Young Children (Louisville, Kentucky, October 17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Changing Attitudes, Curriculum Development, *Early Childhood Education, *Elementary School Role, Parent Influence, Questionnaires, Research Utilization, Self Evaluation, Sex Discrimination, *Sex Role, *Sex Stereotypes, Teacher Evaluation

This paper briefly examines the responses of schools and parents to writings on sexism and sex role stereotyping and considers the problems of implementing change in response to research in this area. Faulty reporting of research findings and sex biased interpretations of data are discussed. It is noted that certain curriculum areas are designated male- or female-appropriate. It is suggested that covert or overt acceptance of children by early childhood educators is determined by the match between observed and expected male or female behavior. Self-evaluation of educators in sex role awareness is proposed as a first step toward change in early childhood education, and a questionnaire is presented which focuses on personal experiences related to sex roles. A second questionnaire deals with manifestations of sexism in the daily early childhood program. The elements of a nonsexist curriculum are described. (GO)

ED 121 422 PS 008 449

State Offices of Child Development. Report No. 55. Early Childhood Project Report No. 8.

Education Commission of the States, Denver, Colo.

Spans Agency—Children's Bureau (DHEW), Washington, D.C.

Report No—OCD-CB-167

Pub Date Sep 75

Note—114p.; Other Early Childhood Project Reports are: ED 063 996, 067 145, 072 865, 076 227, 077 552, 096 559, 110 161, 115 371, 119 834, and 119 846

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Report No. 55, Early Childhood Report No. 8, \$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Child Advocacy, *Early Childhood Education, Financial Support, Interagency Coordination, Program Coordination, *Program Descriptions, Program Development, Program Planning, Social Services, *State Agencies, *State Legislation, *Statewide Planning
Identifiers—*Early Childhood Project

This report is intended to provide state-level policy makers with descriptive information on 17 state administrative structures for the coordination of planning and delivery of services to children. An introduction briefly reviews the general history, activities, challenges, successes, and goals of the state offices of child development. The following information is provided for each state included in the report: (1) name of office, (2) location, (3) method of establishment, (4) contact, (5) staffing, (6) funding, (7) basic functions, (8) relationship to other state agencies, (9) advisory groups, (10) involvement of local groups, and (11) office publications. The legislative acts or executive orders establishing the state structure for 15 of the states are also included. The states included in this report are: Alaska, Arkansas, California, Florida, Hawaii, Idaho, Louisiana, Massachusetts, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Utah, Vermont, Washington, and West Virginia. (ED)

ED 121 423 PS 008 450

A Study of Day Care Costs: Their Impact on Day Care Center Quality.

REAP Associates, Washington, D.C.

Spans Agency—New York State Dept. of Social Services, Albany; Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-505

Pub Date Jun 75

Note—63p.; Part 1 of Appendix, "Day Care Quality Assessment System," is copyrighted and therefore not available. It has not been included in the pagination

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Chief Administrators, Child Care Workers, *Day Care Services, Facilities, Interaction Process Analysis, Parent Participation, Program Budgeting, Program Content, *Program Costs, *Program Effectiveness, *Program Evaluation, *Quality Control, Questionnaires, Surveys

Identifiers—New York, *Program Quality

This study analyzes the effects of costs on day care center quality for a total of 13 high cost (\$40-50 per week for each child) and low cost (\$20-30 per week) day care centers in three New York counties. A mail survey questionnaire (included in Appendix) was used to gather data on program operations, core services, and budget expenditures. Two-person field observation teams visited eight centers to validate the survey data and gather data on program quality through observation and interview schedules. Detailed findings, summary data, and interpretations for mail survey data include the following: age of program, type of facility and organization, availability of core services, staff ratios and training, director's education and hours, program enrollment, core and supplementary child and family services, and parent participation. Day care quality was measured by on-site teams in terms of specific attributes, competencies, and behaviors along 11 critical components grouped into four major dimensions: quality of staff (director, care and non-care staff); quality of interactions (director-staff, director-children, staff-staff, staff-children); quality of program (for children, staff, parents, and support); and quality of plant and materials (physical quality and quality of use). Results indicate there may be a low cost/low quality correlation. Study limitations are discussed. (Author)

ED 121 424 PS 008 454

Savasta, Mary D. And Others

Measuring Shifts in Play and Expressive Behavior in Nursery School.

Pub Date 73

Note—48p.; Tables and examples have been filmed from best available copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Affective Behavior, *Behavior Change, Behavior Rating Scales, Classroom Observation Techniques, Longitudinal Studies, *Play, *Preschool Education, *Social Relations, Video Tape Recordings

The changes in preschool children's effective play, affective involvement, and social interaction across a 6-month period of nursery school attendance were examined. Videotaping of the children's activities was done in January/February (pretesting) and May/June (posttesting). The result was a total of approximately 40 hours of tape covering many aspects of the children's day in school. The taping strategy involved 15-minute random order time sampling of various settings within the school such as the block area, family life area, sand play area, and slide area. Each child in a particular setting was rated on the level of his play (examination, repetition, combination, transformation), the level of his affective involvement (distractible, engrossed), and his level of social interaction (solitary, associative, exchange). These individual ratings were then combined to generate overall scores for each setting which were analyzed for pre-post differences. The changes across time for each setting are discussed, interpretations are offered, and some suggestions for change are made. (JMB)

ED 121 425 PS 008 458

Day Care: Guide to Reading. (Garde De Jour: Guide Du Lecteur).

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date 75

Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Bibliographies, Certification, Child Development, *Day Care Services, *Early Childhood Education, *Educational Research, Evaluation Methods, Facilities, Family Day Care, Financial Support, Handicapped Children, Parent Education, Parent Participation, *Program Descriptions, Social Services
Identifiers—Canada

This bibliography contains references to books, articles, project reports, pamphlets, and conference papers (a few written in French) chosen for their easy availability and divided into sections on various topics pertinent to day care services: (1) organization and administration, funding and costing, need for day care; (2) parent involvement, parent education, volunteer programs; (3) research and evaluation, goals and objectives, observation and recording techniques, models; (4) day care and early childhood education, child and family development, one-parent families, working mothers; (5) standards and licensing regulations; (6) industry and/or union day care, cooperative day care, commercial and franchised programs; (7) family day care, out-of-school day care; (8) infant development and day care; (9) children with special needs; (10) facilities, equipment, environment; (11) staffing; (12) health and nutrition; (13) social services; (14) child care programs in countries other than Canada; and (15) program content. The appendix lists Canadian authors and their published work on day care subjects. (ED)

ED 121 426 PS 008 462
Schrock, John H.

Parent Assisted Learning Strategies: The Development of an Early Intervention Program for Parents and Their Infants.

Pub Date 1 Apr 75

Note—375p.; Practicum submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Child Development, Disadvantaged Environment, *Early Childhood Education, Home Programs, *Infants, Instructional Materials, *Intervention, Learning Activities, Manuals, Paraprofessional Personnel, Parent Child Relationship, *Parent Education, Pilot Projects, *Program Descriptions, Program Evaluation

Identifiers—California (Sacramento)

This report describes the development, implementation and evaluation of a pilot early intervention program for parents and their infants 1 to 36 months old. Parents were trained by paraprofessionals (under the direction of professionals) to increase their psychomotor areas. The pilot project included 90 families with children under three years of age representing a cross-section in race and socioeconomic background of families in the Sacramento City Unified School District. The paraprofessional's manual developed for the program (2/5 of the report) includes the philosophy of the project; operational procedures; resource materials; forms; and a bibliography of films, books, and pamphlets. The parents' manual (2.5 of the report) includes sections on philosophy and goals for parents and children; information on health, growth, development, language environment and sources of stimulation; directions for home lessons; guides for observing children; a list of community resources; and a bibliography. "Normal" and "high risk" groups included in the pilot program were compared for development in personal-social areas, gross and fine motor skills, and receptive and expressive language. Results indicate that intervention seemed to have the greatest effect on infants in the 7 to 30 months age range. (Author/ED)

ED 121 427 PS 008 466

Kindergarten in Arizona: A Supplementary Handbook for Kindergarten Teachers.

Arizona State Dept. of Education, Phoenix.

Pub Date Sep 74

Note—114p.

Available from—Arizona Department of Education, 1535 West Jefferson Street, Phoenix, Arizona 85007

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Audiovisual Aids, Childrens Books, Classroom Arrangement, *Curriculum, Curriculum Planning, *Early Childhood Education, *Kindergarten, Kindergarten Children, Learning Activities, Parent Role, Reading Materials, *Resource Materials, Teacher Role

Identifiers—Arizona

This handbook is a supplement to district-developed kindergarten teaching guides in Arizona. The history of kindergarten in the U.S. and Arizona and Arizona laws and regulations pertaining to kindergarten are related in the first section of the handbook. Subsequent sections offer basic information on: (1) children's intellec-

tual, social/emotional, and physical characteristics, and special requirements of the exceptional and bilingual-bicultural child; (2) the teacher's role as learning facilitator, and his duties in planning, recordkeeping, and assessment; and (3) the parents' role. The largest section deals with the kindergarten curriculum. Educational approaches, facility requirements, and learning center characteristics are described. Kindergarten curriculum areas are discussed along with some basic program and activity suggestions for language arts, social studies, mathematics, science, art, music, health and safety, and physical education. Included among suggested supplementary classroom resources are listed of equipment and materials, books for kindergarteners, and films for teachers and parents. Appendices include a list of kindergarten tests, information on exceptional children and teacher certification, and samples of progress reports, rating forms, floor plans, schedules and lesson plans. Suggested reading lists are offered throughout the handbook. (ED)

ED 121 428 PS 008 479
Kahn, Alfred J. Kamerman, Sheila B.

Child-Care Programs in Nine Countries: A Report Prepared for the OECD Working Party on the Role of Women in the Economy.

Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-30080

Pub Date 76

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Child Care, Child Care Workers, *Cross Cultural Studies, Day Care Services, *Early Childhood Education, Financial Support, *Foreign Countries, Government Role, Intervention, Policy, Preschool Programs, *Program Descriptions, Public Policy, Social Services, Standards, Surveys

Identifiers—*Cross National Studies of Social Service Systems

This booklet presents the results of a survey of child care programs in nine countries: Canada, France, The Federal Republic of Germany, Israel, Poland, Sweden, the United Kingdom, the United States, and Yugoslavia. Data (prepared in 1974) was assembled for each of the countries by researchers in that country. Eleven facets of child care programs were evaluated: (1) the structure of child care programs, (2) social and welfare supports for child care arrangements, (3) the size and coverage of child care programs, (4) child care program eligibility and financing, (5) goals and purposes of child care programs, (6) major program forms or models, (7) geographical distribution of facilities, (8) staffing of child care programs, (9) standards for child care programs, (10) research and evaluation, and (11) current issues in child care. Data tables are included. (BRT)

ED 121 429 PS 008 480

Taylor, Arlene, Ed.

Research, Demonstration, and Evaluation Studies Fiscal Year 1975.

Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-30030

Pub Date 76

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adoption, Child Abuse, Child Advocacy, Child Care Workers, *Children, Child Welfare, Day Care Programs, *Demonstration Projects, *Evaluation, Family Influence, *Federal Programs, Information Dissemination, Objectives, Policy Formation, Program Evaluation, *Research Projects

Identifiers—Project Head Start

This report provides descriptive information on the research, demonstration, and evaluation program of the Office of Child Development (OCD) for fiscal year 1975. An overview describing the role, function, and long range goals of OCD is included along with a discussion of the research, demonstration, and evaluation program's major areas of activity undertaken in support of the goals of OCD. Projects funded through the program are divided into the following areas: advocacy; child abuse and neglect; child development and the family; children at risk and the

child welfare system; day care; social policy and information dissemination; Head Start projects; state, local, and community capacity building in children's institutions; unsolicited programs; and contracts. The title, purpose, principal investigator, institution, dates, and amount of funding are included for each project. (ED)

ED 121 430 PS 008 481
Child and Family Resource Program (New Haven, Connecticut). Program Description.

Development Associates, Inc., Washington, D.C. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-74-274

Pub Date 30 Jun 75

Note—65p.; For related documents, see PS 008 482-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Agencies (Public), Community Involvement, *Day Care Services, *Family Programs, Federal Programs, Health Needs, Information Dissemination, *Job Training, Needs Assessment, Occupational Information, Parent Participation, Preschool Education, Program Costs, *Program Planning, *Social Services, Staff Utilization, Vocational Development

Identifiers—*Child and Family Resource Program, Connecticut (New Haven), Family Advocacy, Project Head Start

This report describes the New Haven, Connecticut site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The New Haven site is one of 11 demonstration sites of the national CFRP. In planning and implementing the New Haven program, attention was given primarily to six areas of service development: (1) a central services catalog for CFRP families, (2) health care, (3) social services, (4) education, (5) parent career development and training, and (6) parent involvement. Descriptions of staff positions in the program and recruitment procedures for staff members are presented. Also outlined are: (1) the training plan for staff and parents, (2) the recruitment procedure for families (including a needs assessment procedure), (3) proposals for coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation. (BRT)

ED 121 431 PS 008 482
Child and Family Resource Program (Poughkeepsie, New York). Program Description.

Development Associates, Inc., Washington, D.C. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OS-74-274

Pub Date 30 Jun 75

Note—70p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Day Care Services, Delivery Systems, *Family Programs, Federal Programs, Health Services, *Interagency Coordination, Needs Assessment, Parent Education, *Parent Participation, Program Costs, Program Descriptions, Program Evaluation, Program Planning, *Social Services, Staff Role

Identifiers—*Child and Family Resource Program, New York (Poughkeepsie), Project Head Start

This report describes and evaluates the Child and Family Resource Program (CFRP) in Poughkeepsie, New York, one of 11 sites of this Head Start-affiliated program. Placing a professional in appropriate community agencies to help bring about changes in the social service delivery system (the Resource Agency Person (RAP) concept) is considered a major strength in the program. Another strength of the Poughkeepsie CFRP has been involvement of the Parent Policy Council and community agencies in development of the program. Specific areas of the program are described and evaluated: (1) the overall, specific, and operational goals of the program and its components; (2) the planning, startup, and implementation of the program components (social

services, parent involvement, health services, and education); (3) staff functions and qualifications and the recruitment process; (4) preservice and inservice training; (5) recruitment of families and the use of needs assessment procedures; (6) amount of coordination with social service agencies; (7) materials used with each program activity; and (8) program cost data (in table form). A general summary of this site's strengths and weaknesses is provided. (ED)

ED 121 432 PS 008 483
Child and Family Resource Program (Pottsville, Pennsylvania). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—74p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Day Care Services, *Family Programs, Health Services, *Interagency Coordination, Needs Assessment, *Parent Education, Parent Participation, Program Costs, Program Descriptions, Program Evaluation, Program Planning, *Social Services, Staff Role, Vocational Education

Identifiers—*Child and Family Resource Program, Pennsylvania (Pottsville), Project Head Start

Family centers were used to coordinate the delivery of services in the Child and Family Resource Program (CFRP) in Pottsville, Pennsylvania, one of 11 demonstration sites in this Head Start-affiliated program. Cooperation between county service agencies was fostered by implementation of a task force whose members were executive directors of the service agencies. Specific areas of the program are described and evaluated: (1) the overall, specific, and operational goals of the program and its components; (2) the planning, startup, and implementation of the program components (social and health services, parent and vocational education, infant-toddler development, and parent involvement); (3) major staff functions, qualifications, and interrelationships; (4) preservice and inservice training programs; (5) recruitment of families and the use of needs assessment procedures; (6) amount and quality of social service agency delivery coordination; (7) materials used with each component; and (8) program cost data (in table form). A general summary of this site's strengths and weaknesses is provided. (ED)

ED 121 433 PS 008 484
Child and Family Resource Program (St. Petersburg, Florida). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—59p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Day Care Services, Early Childhood Education, *Family Programs, Health Services, *Home Programs, Home Visits, *Interagency Coordination, Needs Assessment, Parent Education, Parent Participation, Program Costs, Program Descriptions, Program Evaluation, Program Planning, *Social Services, Staff Role

Identifiers—*Child and Family Resource Program, Florida (Saint Petersburg), Project Head Start

This report describes and evaluates the Child and Family Resource Program (CFRP) in St. Petersburg, Florida, one of 11 demonstration sites of this Head Start-affiliated program. The cooperation of community service agencies and the combination of the roles of homebased teacher and social worker into the role of home visitor were major strengths of the program at this site. Specific areas of the St. Petersburg CFRP are described and evaluated: (1) the overall, specific, and operational goals of the program and its components; (2) the planning, startup, and implementation of the program components (health and social services, education,

parent involvement, and family recruitment); (3) staff functions, qualifications, utilization and interrelationships; (4) preservice and inservice training; (5) recruitment of families and the use of needs assessment procedures; (6) amount of coordination with social service agencies; (7) materials used in the program; and (8) program cost data presented (in table form). A general summary of this site's strengths and weaknesses is provided. (ED)

ED 121 434 PS 008 485
Child and Family Resource Program (Jackson, Michigan). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—77p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Coordination, Community Involvement, *Day Care Services, Family Involvement, *Family Programs, Health Services, Interagency Coordination, Objectives, Program Costs, *Program Descriptions, *Program Development, *Social Services, Staff Utilization, Training

Identifiers—*Child and Family Resource Program, Michigan (Jackson), Project Head Start

This report presents a description of the Jackson, Michigan site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to promote community and family involvement in fostering optimum development of preschool children. The Jackson site is one of 11 demonstration sites of the national CFRP. The local program was coordinated by the Jackson-Hillsdale Area Commission for Economic Opportunity. The program description covers nine major areas: (1) program objectives, (2) program components, including local components such as services for school age children, as well as program wide components such as health, developmental, and family support services; (3) staff described in terms of qualifications, responsibilities, organization, and utilization; (4) training; (5) individualization; (6) coordination with public schools and community agencies; (7) materials; (8) costs, reported in tables and graphs; and (9) notes on key program implementation factors. (JMB)

ED 121 435 PS 008 486
Child and Family Resource Program (Bismarck, North Dakota). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—76p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ancillary Services, Community Agencies (Public), Community Involvement, *Day Care Services, Exceptional Child Services, *Family Programs, *Federal Programs, Health Needs, *Interagency Cooperation, Needs Assessment, Parent Education, Parent Participation, Preschool Education, Program Costs, *Program Planning, *Social Services, Staff Utilization

Identifiers—Bismarck Early Childhood Education Program, *Child and Family Resource Program, North Dakota (Bismarck), Project Head Start

This report describes the Bismarck, North Dakota site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children. The Bismarck program, located at one of 11 demonstration sites of the national CFRP, was coordinated by the Bismarck Early Childhood Education Program (BECEP). In planning and implementing the Bismarck CFRP, attention was given primarily to five areas of service development for CFRP families: (1) health care, (2) education, (3) parent involvement, (4) social services, and (5) special services (e.g., a "Positive Parenting Class," transportation, special

educational services, and full day care). Descriptions of staff positions in the program are presented. Also outlined are: (1) the staff training plan, (2) the recruitment procedure for families (including a needs assessment procedure), (3) methods of coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation. (BRT)

ED 121 436 PS 008 487
Child and Family Resource Program (Oklahoma City, Oklahoma). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—56p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Black Community, Community Agencies (Public), Community Involvement, *Day Care Services, *Family Programs, Federal Programs, Health Needs, Job Training, Needs Assessment, Parent Education, Parent Participation, Preschool Education, Program Costs, *Program Planning, *Social Services, Staff Improvement, Staff Utilization

Identifiers—*Child and Family Resource Program, Oklahoma (Oklahoma City), Project Head Start

This report describes the Oklahoma City, Oklahoma site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The Oklahoma City site, serving a rural black community, is one of 11 demonstration sites of the national CFRP. In planning and implementing the Oklahoma City, CFRP, attention was given primarily to four areas of service development: (1) education (i.e., an infant toddler program, the Head Start program, a linkage system with the public school system, and a parent education program); (2) health care, (3) parent involvement, and (4) social services. Descriptions of staff positions and recruitment procedures for staff members are presented. Also outlined were: (1) the staff training plan, (2) the recruitment procedure for families (including a needs assessment procedure), (3) methods of coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation. (BRT)

ED 121 437 PS 008 488
Child and Family Resource Program (Gering, Nebraska). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—59p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Agencies (Public), Community Involvement, *Day Care Services, *Family Programs, Federal Programs, Health Needs, Job Training, Needs Assessment, Nutrition, Nutrition Instruction, Parent Participation, Preschool Education, Program Costs, *Program Planning, *Social Services, *Spanish Speaking, Staff Utilization

Identifiers—*Child and Family Resource Program, Nebraska (Gering), Project Head Start

This report describes the Gering, Nebraska site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The Gering program, whose participating families are Spanish-speaking, is located at one of 11 demonstration sites of the national CFRP. In planning and implementing the Gering CFRP, attention was given primarily to five areas of service development: preschool education, health care, social services, parent involvement, and nutrition. Descriptions of staff

positions in the program, staff training procedures, family recruitment procedures, materials used, and program costs (including accounting forms), are outlined. A short evaluation of the implementation of the program is also included. (BRT)

ED 121 438 PS 008 489
Child and Family Resource Program (Salem, Oregon). Program Description.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—64p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Day Care Services, *Delivery Systems, Early Childhood Education, *Family Programs, Home Programs, Home Visits, Infants, *Interagency Coordination, Needs Assessment, Parent Education, Parent Participation, Program Costs, Program Descriptions, Program Evaluation, Program Planning, *Social Services

Identifiers—*Child and Family Resource Program, Oregon (Salem), Project Head Start

Successful coordination of social service agencies, aimed at serving eligible families with children from the prenatal period to age 8, has been the focus of the Child and Family Resource Program (CFRP) in Salem, Oregon, one of 11 sites in this Head Start affiliated program. The Salem program also includes an infant-toddler program emphasizing parental and child development with the overall goal of building a better family unit. This report describes and evaluates: (1) goals and operational objectives of the program and its components; (2) planning, startup, and implementation of the program components (health, education, social services, and parent involvement); (3) major staff functions and qualifications and the recruitment process; (4) plan and implementation of preservice and inservice training sessions; (5) recruitment of families, use of needs assessment procedures and composition of the home visitor's family profile forms; (6) amount and quality of coordination with social service agencies; (7) materials used in the program; and (8) program cost data, arranged in table form. A general summary of this site's strengths and weaknesses is offered. (ED)

ED 121 439 PS 008 490
Child and Family Resource Program (Las Vegas, Nevada). Program Description.

Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—70p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Day Care Services, Early Childhood Education, *Family Programs, Federal Programs, Home Programs, Home Visits, Infants, Interagency Coordination, Needs Assessment, *Parent Education, Parent Participation, Program Costs, *Program Descriptions, Program Evaluation, Program Planning, *Social Services, Staff Role

Identifiers—*Child and Family Resource Program, Nevada (Las Vegas), Project Head Start

An infant-toddler program of parent training in child growth and development, based primarily in the home, has become the major focus of the Child and Family Resource Program (CFRP) in Las Vegas, Nevada, one of 11 sites in this Head Start affiliated program. This report describes and evaluates: (1) the goals and operational objectives of the program and its components; (2) the planning, startup, and implementation of the program components (health services, developmental services, family support services, and additional services); (3) the major staff functions and qualifications and the recruitment process; (4) the plan and implementation of preservice training sessions designed to develop staff roles and interaction, and inservice training coordinated with Head Start programs; (5) recruitment of families, use of needs assessment procedures, and

composition of the home visitor's family profile forms; (6) amount and quality of coordination with social service agencies; (7) materials used with each component; and (8) program cost data, arranged in table form. A general summary of this site's strengths and weaknesses is offered. (ED)

ED 121 440 PS 008 491
Child and Family Resource Program (Modesto, California). Program Description.

Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—35p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Day Care Services, Early Childhood Education, *Family Programs, Federal Programs, Health Services, *Infants, Interagency Coordination, *Migrant Workers, Needs Assessment, Parent Participation, Program Costs, Program Descriptions, Program Evaluation, Program Planning, *Social Services, Staff Role

Identifiers—California (Modesto), *Child and Family Resource Program, Project Head Start

Migrant farm workers were the primary target of the Child and Family Resource Program (CFRP) in Modesto, California, one of 11 sites in this Head Start affiliated program. The CFRP focused on an infant day care center operation providing day care service to families working in the agricultural fields. This report describes and evaluates: (1) the goals and operational objectives of the program and its components; (2) the planning, startup, and implementation of the program components (health, education, social services, and parent involvement); (3) the major staff functions and qualifications and the recruitment process; (4) the plan and implementation of preservice and inservice training sessions designed to acquaint family service workers with available resources and with ways of assessing family needs; (5) recruitment of families and use of needs assessment procedures; (6) amount and quality of coordination with social service agencies for each component; (7) materials used with each component, including staff training materials; and (8) program cost data arranged in table form. A general summary of this site's strengths and weaknesses is offered. (ED)

ED 121 441 PS 008 492
The Design and Implementation of a Formative Evaluation Study for the Child and Family Resource Program. Final Report.

Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—97p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Agencies (Public), Community Involvement, *Day Care Services, Demography, *Family Programs, Federal Programs, Field Interviews, Information Systems, Job Training, Parent Participation, Preschool Education, *Program Evaluation, *Program Planning, Program Proposals, Services, *Social Services, Staff Improvement

Identifiers—*Child and Family Resource Program, Project Head Start

This report describes the nation-wide evaluation of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. Evaluations of the planning, initiation, and implementation phases of the program at each of its 11 demonstration sites were conducted through field interviews. These evaluations focused on goals, objectives and program activities (i.e., recruitment and training of staff, recruitment of families, development of a needs assessment plan for families, and the development of community agency linkages). Case studies documenting in detail the 11 individual CFRP programs are presented in separate reports. Features of each site are summarized in table form in this report, and strengths and weaknesses are identified. Other tables summarize the following data from all sites: (1) demographic characteristics and resource needs of each CFRP family, (2) background and duties of each CFRP staff members, and (3) details of CFRP quarterly expenditures. Recommendations for improving future demonstration programs of this type are included. (BRT)

ED 121 442 PS 008 493
Child and Family Resource Program. Appendix to Final Report.
 Development Associates, Inc., Washington, D.C.
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.
 Report No.—DHEW-OS-74-274
 Pub Date 30 Jun 75

Note—126p.; For related documents, see PS 008 481-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Involvement, *Cost Effectiveness, *Day Care Services, Family Involvement, *Family Programs, *Information Networks, Program Costs, Program Development, *Social Services

Identifiers—*Child and Family Resource Program, Project Head Start

This document presents the appendix to the final report on the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to promote community and family involvement in fostering optimum development of preschool children. (The final report was contained in a series of documents, which included program descriptions from each of the 11 demonstration sites of the national CFRP.) The first sections of the appendix present descriptions of the development and implementation of (1) the CFRP information reporting system including data collection instruments and administrative procedures used at each site, and (2) the CFRP cost study. The remaining sections, comprising more than three fourths of the appendix, consist of sample information system forms and cost study forms. (JMB)

ED 121 443 PS 008 496
Category Styles in Older Children and Adolescents.

Davis, Albert J.

Pub Date 11 Apr 75

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 11, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Egocentrism, Interaction Process Analysis, Observation, Peer Relationship, *Play, *Preschool Education, *Research, *Social Relations

Identifiers—Piaget (Jean), *Role Taking

A measure of role-taking skill was administered individually to 12 male and 8 female preschoolers. In addition the children were observed during free play on 30 consecutive school days, and their behaviors were coded according to Parten's social participation categories. Significant negative relationships were found to exist between the role-taking task and the incidence of parallel and onlooker-unoccupied activity. Role-taking skill was positively related to associative play. The results provide correlation support for Piaget's belief that peer interaction leads to a decline of egocentrism in childhood. (Author/JMB)

ED 121 444 PS 008 497
Jackson, Donald A. Bushell, Don, Jr.

Monitoring Staff Performance: A Plan for Quality Control in Project Follow Through.

Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-8-522422-4433; OEG-00750226

Note—36p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Compensatory Education Programs, Demonstrations (Educational), *Ele-

mentary Education, Evaluation Methods, Feedback, Individualized Instruction, Instructional Programs, Instructional Staff, Motivation Techniques, *Performance Criteria, Performance Specifications, Programed Instruction, Student Evaluation, Teacher Behavior, *Teaching Methods, *Training Techniques
 Identifiers—*Behavior Analysis Follow Through, Project Follow Through

This report describes a staff training and performance monitoring system for elementary school teachers, teacher aides, and parent aides participating in the Behavior Analysis Follow Through (B.A.) compensatory education program. The B.A. model involves the use of additional staff, individualized instruction, programmed curriculum materials, and a token motivation system. The steps involved in the training-monitoring sequence are: (1) providing a rationale for desired performance, (2) modeling of the described behavior, and (3) providing the trainee with adequate verbal feedback and praise. Demonstration and training classes, as well as training manuals are provided for the training period. Trainers establish a schedule of classroom monitoring to assure continuing maintenance of program objectives. Data are presented which indicate that: (1) the staff training procedures are successful, (2) student performance convaries with relative adherence to the classroom model, (3) the instructional model is replicated across project sites and grade levels, and (4) the teacher training and support system are acceptable to school personnel. (Author/BRT)

ED 121 445 PS 008 498

Rubin, Kenneth H.
The Relationship of Social Participation to Role-Taking Skill in Preschool Children.

Pub Date 74

Note—9p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Classification, Cognitive Development, *Elementary Secondary Education, Individual Differences, Intelligence Level, *Measurement, Measurement Instruments, Measurement Techniques, *Research, *Response Mode, Sex Differences, Test Results, Tests
 Identifiers—*Developmental Stages

A modified form of Sigel's Styles of Categorization Test was constructed, permitting the independent measurement of Descriptive Part-Whole (DPW), Relational-Contextual (RC), and Categorical-Inferential (CI) categorizations. The test was administered to 243 5th, 8th, and 11th graders on two occasions. At each grade level, a majority of categorizations were CI in nature, followed by a lower frequency of DPW responses, and a minimal frequency of RC responses. DPW responses of boys exceeded those of girls, and categorization modes were independent of intelligence. Reliable individual preferences for one or more categorization modes were obtained, as well as substantial individual differences in such preferences. Results were discussed in terms of hierarchical cognitive stage theory and a conceptual orientation shift hypothesis. (Author/JMB)

ED 121 446 PS 008 499

Early Childhood Education: Recommendations for Program Implementation.

California State Dept. of Education, Sacramento.
 Pub Date 74

Note—34p.

Available from—California State Department of Education, P.O. Box 271, Sacramento, California 95802 (Paper, \$0.85, California residents add sales tax)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Involvement, *Curriculum Development, *Early Childhood Education, Health Services, *Individualized Instruction, Inservice Teacher Education, Instructional Staff, Needs Assessment, *Parent Education, Parent Participation, Parent Role, *Program Planning, Social Services
 Identifiers—*California

This publication is intended to be used by school districts in California that are in the process of developing district and individual school master plans for restructuring educational programs for kindergarten and grades 1-3. A number of considerations pertinent to development of these master plans are outlined: (1) district- and school-level planning requirements; (2)

guide questions and recommendations for revising program organization, curriculum, and instruction; (3) purposes and means of providing for the required parent education component, including clarification of the roles of parents and community in early childhood education and ways of facilitating parent involvement in various aspects of the school program; (4) considerations in formulating policy and programs for health and social services; and (5) suggestions for staff selection, development, and inservice education. (ED)

ED 121 447 PS 008 500

Bender, Bruce G. Levin, Joel R.
Imagery Generation and Motor Activity in Young Children: Trick or Feat? Technical Report No. 358.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-TR-358

Pub Date Nov 75

Contract—NE-C-00-3-0065

Note—16p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Associative Learning, *Elementary Education, *Imagery, Kindergarten Children, Object Manipulation, *Physical Activities, *Psychomotor Skills, Research, Toys

The purpose of this study was to determine whether motor activity, previously assumed necessary to induce visual imagery in young children's associative learning, actually has to be executed in order for children to generate images. The results of an experiment with 96 kindergartners clearly suggest not: in conditions where subjects simply planned and activity (without executing it) learning was enhanced. Further, the temporal proximity of the planning to the potential motor activity did not prove to be important. These results, combined with those from subsequent experiments, give rise to the speculation—among others—that young children can be "tricked" into imagery generation through appropriately worded instructions. (Author/JMB)

ED 121 448 PS 008 503

Brannon, Yvonne S. Clifford, William B.

Trends in Infant Mortality, North Carolina: 1940 to 1970.

North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Pub Date 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Community Health, Delivery Systems, *Health Needs, *Infant Mortality, *Infants, Socioeconomic Influences, *State Surveys

Identifiers—Historical Trends, *North Carolina

This report presents data analyzed by county and multicounty planning region which indicate that North Carolina's infant mortality rate has declined by 59 percent since 1940. (In 1940, approximately 58 infants for every 1,000 live births died in North Carolina before their first birthday.) This reduction in infant deaths is comparable to that experienced in the United States as a whole between 1940 and 1970; however, the North Carolina rate has remained consistently higher than the U.S. rate over the 30-year period. The North Carolina data showed considerable county-to-county variability in infant deaths. Thirty-four counties had rates of infant mortality in excess of the North Carolina rate. This finding was interpreted as an indication of inadequate health delivery systems in those counties. Regional analysis of data showed that many of the multicounty regions with the highest levels of infant mortality contain most of the rural counties of the state. Recommendations for further research into background factors involved in infant mortality are included. (Author/BRT)

ED 121 449 PS 008 504

Adoption and Foster Care, 1975. Hearings Before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 75

Note—889p.; Not available in hard copy due to several sections containing small print; several

sections of the original document contained journal reprints which are copyrighted and therefore not available, they are not included in the pagination

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adopted Children, *Adoption, Agency Role, *Child Welfare, Exceptional Children, Federal Legislation, Financial Support, *Foster Children, Foster Homes, *Government Role, Illegitimate Births, Legal Problems, Minority Group Children, Private Agencies, Social Agencies

Identifiers—*Subsidized Adoption

This book contains the transcripts of four hearings of the Senate Subcommittee on Children and Youth which considered the issues of baby selling and adoption of children with special needs. Through interviews with professionals in adoption and child welfare, attorneys, and parents, the committee explored the dimensions of the problems as well as the existing and proposed federal policies which affect the adoption of children and their placement in foster homes. Two hearings on baby selling examined the issue of human rights; the extent and cost of "black market" adoptions (including the extent of involvement of doctors and lawyers); and the problems with the ways legal adoptions are handled. The two hearings on the adoption of children with special needs focused on consideration of Senate bill 1593 (the proposed Opportunities for Adoption Act of 1975) in addition to other existing and proposed federal legislation. Official statements of witnesses and numerous supporting documents submitted to the committee are included. (ED)

ED 121 450 PS 008 508

Dusewicz, Russell A.

The Cognitively Oriented Prekindergarten: an ESEA Title III Third Year Final Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation; West Chester State Coll., Pa. Educational Development Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 75

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cognitive Development, *Comparative Analysis, Evaluation Methods, Homogeneous Grouping, Language Development, Low Income Groups, Mathematics, One Parent Family, Parent School Relationship, Perceptual Development, *Preschool Curriculum, *Preschool Education, Program Development, *Program Evaluation, Reading Skills, Social Development, Teacher Responsibility

Identifiers—*Cognitively Oriented Urban Prekindergarten Program, Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania (West Chester)

This report presents a description and evaluation of the Cognitively Oriented Urban Prekindergarten Program in West Chester, Pennsylvania, a preschool program for children from low income families and/or one-parent families. The program was designed to form a link between the Early Learning Program of the PRIDE Project and public kindergarten. Children were assessed and grouped homogeneously according to ability. Teachers were responsible for curriculum development and revision and communication with parents. Children participated in activities from two curriculum sections: the general curriculum (including perceptual development activities, conceptual-language development activities, art education, and physical education) and the academic curriculum (reading, mathematics, science, social studies, and health and safety activities). Extensive descriptions of these curriculum areas, as implemented in the program, are provided. A comparison of the 1974-75 year of program operation to the two previous years of operation is included. The results of an assessment of strengths and weaknesses of the program as perceived by teachers and as shown by testing of the children are provided. (BRT)

ED 121 451 PS 008 509

Ohlrich, Elizabeth S. And Others

Longitudinal Study of Averaged Auditory Evoked Potentials in Normal Children from Birth to Three Years of Age.

Pub Date Apr 75

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Age Differences, *Auditory Tests, Behavior Patterns, Clinical Diagnosis, Cross Sectional Studies, Group Norms, Individual Development, *Infants, Longitudinal Studies, *Neurological Organization, *Physical Development, Research Methodology, Research Utilization, *Sleep

This study examined individual patterns of the maturation of auditory evoked potential (AEP) in normal infants to determine whether longitudinal data show less variability than cross-sectional data, and to further assess the effect of stage of sleep on AEP. The AEPs for 10 children were examined by repeated testing between the ages of about two weeks and three years. Responses during interstimulus intervals to clicks presented every 2.5 seconds via a loudspeaker to the sleeping child were recorded from electrodes at the vertex referred to joined mastoids. Analysis of the data confirmed earlier cross-sectional findings. General developmental age trends were found in response morphology from birth to three years. All children did show AEPs to the intensity of the stimulus used in the study, indicating that the presence or absence of the AEPs is important for clinical diagnosis. Data tables are included. (Author/ED)

ED 121 452 PS 008 510

Yawkey, Thomas Daniels
Developmental Mathematics and the Young Child: A Piaget Rationale.

Pub Date 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Arithmetic, Classification, *Early Childhood Education, *Intellectual Development, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Number Concepts, Object Manipulation, Serial Ordering, Spatial Relationship, Teaching Techniques, Thought Processes, Topology

Identifiers—Developmental Stages, *Piaget (Jean)

This article discusses the challenge mathematics educators face in deciding what and how mathematics is to be taught, and offers some suggestions for teachers of young children based on Piaget's developmental theory of mathematics. Piaget's cognitive stages are briefly described and the concrete stage, which spans the age range included in early childhood education, is singled out for detailed examination. Within this stage, three areas of knowledge are dealt with: (1) physical, (2) spatial-temporal, and (3) logico-mathematical. Physical knowledge is described as deriving from the observations of physical phenomena in the environment. The primary recommendation for fostering this type of knowledge in the classroom is to provide plenty of opportunity for object manipulation. Spatial-temporal knowledge is described as thinking structures reflecting concepts of space and time and topological activities are suggested to foster its development in the classroom. Logico-mathematical knowledge is described as dealing with the study of relationships between and among objects. Activities involving classification, seriation, number concepts, and arithmetic operations are recommended at the classroom level. Finally, four benefits of a developmental view of mathematics are noted. (JMB)

ED 121 453 PS 008 511

Austin, Martha C.
Relationship Between Use of Play Areas and Cognitive Styles in Preschool Children.

Pub Date 71

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Classroom Observation Techniques, *Cognitive Processes, Equipment Utilization, Observation, Perception Tests, *Play, *Preschool Education, Research, School Activities, School Space, *Sex Differences, *Space Utilization

This study investigated the relationship between cognitive style and the use of play areas in the nursery school. The participants were 28 preschool children (13 girls and 15 boys) attending the Laboratory Nursery School at the University of California at Davis. Each child was observed for 12 one-hour sessions over a 10-week

period. A time sampling approach was used to record the area(s) of the nursery school occupied by the observed child, the equipment the child used, and the type of activity which occupied the child during the observation period. Analytic perceptual ability was measured by the Preschool Embedded Figures Test (PEFT) and the Block Design Subtest of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). The findings indicated a slight but statistically insignificant correlation between the analytic measures and use of space for girls with PEFT and for boys with the WPPSI Block Design subtest. These results are discussed and methodological problems are pointed out. (JMB)

ED 121 454 PS 008 512

Kara-Pesic, Zivojin And Others
Children's Living and Play Areas in the Local Community.

Yugoslav Inst. for Town Planning and Housing, Belgrade.

Spons Agency—Center for Disease Control (DHEW/PHS), Atlanta, Ga.; Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—381p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—*Architectural Research, Building Design, Child Care Centers, *Children, Educational Facilities, Family Environment, *Foreign Countries, Home Furnishings, Interior Design, Parent Child Relationship, *Physical Environment, Physical Health, *Playgrounds, Recreational Facilities, Safety, School Space, Space Utilization

Identifiers—Play Areas, *Yugoslavia

This book presents results of a three-year study of children's living and play areas in three cities (one large, one medium, and one small) in Yugoslavia. A total of 1,200 families living in 240 buildings in six developments built between 1961 and 1971 were included in the study. A variety of facilities were evaluated for both formal and informal play areas, including consideration of: (1) the plan of the site, design of buildings, and use of apartment space; (2) the arrangement of neighborhood day care centers; and (3) the location, inventory, and adequacy of nearby schools, playgrounds, and/or play field facilities for serving children 3-14 years of age. The multidisciplinary research program focused on the functionally and safety of these informal living and formal play areas, their suitability for the intended age group, their influence on behavior and on physical and psychological health and development and the parents' and children's problems and satisfactions. Questionnaires, inventories, and on-site observations provided the data. Recommendations are included, as well as descriptions of the research instruments used. (ED)

ED 121 455 PS 008 515

Elementary Music: Guidelines for Elementary Music Education in Illinois.

Illinois State Office of Education, Springfield.

Pub Date [75]

Note—171p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Aesthetic Education, Behavioral Objectives, Choral Music, *Early Childhood Education, Educational Methods, *Elementary Education, Ethnic Groups, Evaluation Methods, Handicapped Children, *Music Activities, Musical Instruments, *Music Education, Music Facilities, *Resource Guides, Vocal Music

This guide is a comprehensive overview of contemporary and innovative methods and approaches to the teaching and learning of music. The guide is organized to provide the administrator, music specialist, and classroom teacher with a comprehensive resource of detailed information concerning recent curriculum designs, special curricular areas, and current materials in music. Behavioral objectives are presented for childhood-preschool, primary, and intermediate levels of music education. Methods and teaching strategies based on Orff, Kodaly, and the Manhattanville Music Curriculum Program are suggested as means for achieving the objectives at the different levels. Chapters devoted to allied arts, media, ethnic music, testing and evaluation, music for exceptional children, individual progression, and instrumental music are included. (Author/ED)

ED 121 456

PS 008 516

Charlesworth, Rosalind
An Organizational Sequence for Teaching.
 Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, Classroom Environment, Curriculum Planning, *Diagnostic Teaching, *Early Childhood Education, Educational Diagnosis, Educational Objectives, *Individualized Instruction, Instructional Materials, *Sequential Approach, Student Evaluation, Student Teacher Relationship, *Teaching Methods

This paper proposes a plan for teaching young children in a systematic diagnostic manner. A sequence of steps is described which includes: (1) diagnosis, through the use of formal and informal tests and classroom observation; (2) choosing specific objectives that have relevance to the individual child and are measurable or observable; (3) planning instruction including determination of the modes to be used and the amount and kind of structure to be imposed on the learning experience; (4) selecting good, appropriate materials according to certain general and specific features; (5) carrying out instruction; and (6) evaluating the success of decisions the teacher has made. Charts which illustrate this systematic diagnostic sequence of teaching activities are included as are some sample behavioral and cognitive objectives. (Author/ED)

ED 121 457 PS 008 517

Elardo, Richard And Others
A Longitudinal Study of the Relation of Infants' Home Environments to Language Development at Age Three.

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-SF-500

Pub Date 75

Note—20p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Development, *Early Experience, Environmental Influences, *Family Environment, *Infants, *Language Development, Language Research, Measurement Instruments, Parent Child Relationship, Preschool Education, *Research, Stimulation

Identifiers—*Home Observation for Measurement of Environment

A process-oriented research strategy was employed to examine relations among various aspects of the early home environment and children's language development. The home environments of 65 infants were assessed when the infants were 12 and/or 24 months old with the Home Observation for Measurement of the Environment (HOME). HOME includes six subscales: Emotional and Verbal Responsivity of the Motor, Avoidance of Restriction and Punishment, Organization of the Environment, Provision of Appropriate Play Materials, Maternal Involvement with the Child, and Opportunities for Variety in the Daily Routine. At 3 years of age each infant was administered the Illinois Test of Psycholinguistic Abilities. Results demonstrated that it is possible to specify some of the parameters of early experience which are related to language development. HOME subscales "Emotional and Verbal Responsivity of Mother" and "Provision of Appropriate Play Materials" appear particularly important for language growth throughout the first two years of life, where as other environmental factors vary in their degree of relation to language development. Among the 10 psycholinguistic abilities measured, Auditory Reception, Auditory Association, and Grammatical Closure showed the strongest associations with the quality of stimulation found in the early environment. (Author/BRT)

ED 121 458 PS 008 518

Nutrition Education for Young Children: Adventures in Learning—a Guide for Teachers and Aides.

Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head Start.

Pub Date 69

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Cooking Instruction, *Curriculum Guides, Field Trips, Foods Instruction, *Learning Activities, *Lunch Programs, *Nutrition Instruction, *Preschool Education, Teaching Guides

Identifiers—*Project Head Start

This nutrition education guide for Head Start teachers is part of a series of Head Start booklets concerning the value of good nutrition for preschool children and their families. Topics discussed in this booklet are: (1) the rationale for preschool nutrition education, (2) suggestions for planning Head Start lunch periods, and (3) ways in which preschool children can learn about food (e.g., field trips, snack and meal preparation, and other learning activities). An appendix presents: (1) recipes for classroom food projects and snacks, (2) classroom gardening projects, (3) suggestions for teacher presentations of nutrition education, and (4) a daily food guide designed to provide preschool children's nutritional needs. (BRT)

ED 121 459 PS 008 519
Food Buying Guide and Recipes.

Child Development Services Bureau (D-HEW/OCD), Washington, D.C. Project Head Start; Department of Agriculture, Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 67

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Breakfast Programs, Consumer Education, *Cooking Instruction, Food, *Food Service, Food Service Workers, *Foods Instruction, Guides, Lunch Programs, Nutrition, Nutrition Instruction, *Preschool Programs, *Purchasing

Identifiers—Food Buying Guides, *Project Head Start

This booklet, designed to assist Project Head Start personnel responsible for food programs, presents an extensive food buying guide and more than 40 recipes suitable for a Head Start feeding program. The food buying guide list buying information for food to be used by Project Head Start Centers serving breakfasts, lunches, and/or snacks. For each food, purchase information is provided concerning: (1) the form in which it may be reproduced (i.e., fresh, frozen, canned); (2) the size and description of each serving or portion; (3) the unit of purchase specified; (4) purchase units to buy 25 or 50 small servings; and (5) calculation of purchase units for an odd-size number of servings. General suggestions for preparing and serving vegetables, and making salads and sandwiches are also included. A table is provided to aid in determining the amount of food to buy for use in the recipes. (BRT)

ED 121 460 PS 008 520

Murrah, Pauline

Leader's Handbook for a Nutrition and Food Course. Parent Education in Nutrition and Food: A Series of Ten Lessons for Parents.

Child Development Services Bureau (D-HEW/OCD), Washington, D.C. Project Head Start.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 67

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Consumer Education, *Curriculum Guides, Demonstrations (Educational), Family Life Education, Family Management, *Foods Instruction, *Home Management, *Nutrition Instruction, *Parent Education, Parent School Relationship, Preschool Children, Teaching Techniques, Visual Aids

Identifiers—*Project Head Start

This booklet presents a 10-lesson curriculum guide for teaching mothers of Head Start children to plan, purchase, prepare, and serve food more efficiently and economically. Leaders of programs in nutrition education for Head Start parents must complete a Leaders Training Course, taught by a professional nutritionist or home economist. The first part of the booklet offers suggestions concerning the initiation and implementation of a nutrition program for Head Start parents. Included are: (1) methods to reach parents and maintain interest in the program; (2) what to teach (i.e., daily food requirements, planning meals); and (3) suggestions for displays and exhibits. The second portion of the booklet

presents a series of 10 lessons on nutrition and food. Topics of the lessons are: (1) food customs; (2) the four food groups (milk, meat, fruits and vegetables, and breads and cereals); (3) marketing and food selection; (4) the use of donated foods; (5) a discussion of proper homemaking; and (6) planning a family meal as a graduation exercise for the program. (BRT)

ED 121 461 PS 008 521
State Services in Child Development: Regional Conference Highlights, Spring 1975. Report No. 75. Early Childhood Report No. 14.

Education Commission of the States, Denver, Colo.

Pub Date Nov 75

Note—45p.; Report of the Education Commission of the States Early Childhood Project; Other Project reports are ED 063 996, 067 145, 072 865, 076 227, 077 552, 096 559, 110 161, 115 371, 119 834, 119 846

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Paper, \$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Certification, *Child Abuse, Child Welfare, *Conference Reports, *Day Care Services, Exceptional Children, Federal Government, *Government Role, *Needs Assessment, Program Planning, Quality Control, Speeches, State Government, State Standards

Identifiers—Education Commission of the States, Project Head Start

This report includes highlights of three regional ECS Early Childhood Project conferences which dealt with needs assessment and planning, child abuse, and day care services. Participants were individuals from state government concerned with planning and delivery services to young children and their families. Needs assessment and planning was discussed the first day of each conference: the needs assessment process; "diversified" and "citizens" approaches to needs assessment; problems and challenges in needs assessment; and problems in classifying handicapped children and delivering programs to them. Speakers during the second conference day focused on child abuse: the need for and form of a model child abuse reporting law and various methods of detecting and dealing with child abuse problems. Day care issues were considered on the third conference day, including: inadequacies in existing licensing practices; practical requirements of good day care licensing systems; distinctions between minimum and quality licensing standards; and variations in the delivery of child care services. The present and future roles of federal and state governments were reviewed and analyzed with reference to these conferences topics. (ED)

ED 121 462 PS 008 523

Castillo, Max

CDA Developmental Instruments: An Assessment Into Competencies and Skills Needed by CDA's Working with Pre-School Mexican-American Children.

Spons Agency—Child Development Associate Consortium, Inc., Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 73

Note—49p.; For related document, see ED 118 231

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Child Care Workers, *Consortia, *Educational Assessment, Evaluation Criteria, Interaction Process Analysis, Interpersonal Competence, *Mexican Americans, Parent School Relationship, *Performance Based Education, Performance Criteria, Preschool Children, *Preschool Teachers, Self Concept, Spanish Speaking, Teacher Behavior

Identifiers—CDA, *Child Development Associates, Project Head Start

Materials produced under this project, undertaken for the Child Development Associate (CDA) Consortium, reflect two purposes: (1) to identify specific skills and behaviors needed by teachers working with preschool Mexican-American children and (2) to develop an assessment process to evaluate the identified competencies, skills, and behaviors. Observations of a Head Start Summer Program in Houston, Texas, were used to determine 54 competencies unique to a teacher of Spanish-speaking Mexican-American preschool children. These competencies are grouped into three skill categories: (1) enhancing

children's verbal and interactional behaviors; (2) building a positive self concept; and (3) developing a liaison between the parent, the school, and the child. Two assessment instruments, developed to measure the competencies, are similar in content but different in format. Instrument 1 includes a rating scale, a provision for documentation of curricular activities, and space for comments concerning the classroom environment, teacher behavior, and the length of time required to assess the CDA candidate. Instrument 2 includes observational comments, documentation of curricular activities, and a rating scale. These instruments have not been field tested. (ED)

ED 121 463 PS 008 524

Hawkins, Robert Parker Pingree, Suzanne

A Developmental Exploration of the Fear of Success Phenomenon as Cultural Stereotype.

Pub Date Apr 75

Note—15p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cultural Factors, Developmental Psychology, *Elementary Secondary Education, *Expectation, Failure Factors, Measurement Techniques, Psychological Patterns, Semantic Differential, *Sex Role, *Stereotypes, Success Factors

Identifiers—*Fear of Success

This study explores the notion of "fear of success" as a function of cultural expectations rather than as an intrapsychic motive held by women. A total of 476 male and female students (including 3rd, 6th, 9th, and 12th graders) were tested on semantic differential scales to gauge their reactions to the success or failure of a woman or a man. It was expected that the woman would not be rated negatively for failure. It was also expected that younger children would be more dogmatic than older children in applying cultural stereotypes to these situations. The children responded on semantic differential scales to the cue of Anne (John) succeeding (failing) in medical school. The children rated a successful person as much happier than one who failed, but the sex of the person succeeding or failing was entirely irrelevant. However, the results were as predicted for niceness: a woman was somewhat less nice than a man when they both succeeded, but a man was much less nice when they both failed. There were no interactions with age of sex of the respondents. The results were interpreted to suggest that sex-role expectations are relevant to some attributes of individuals but not to others, and that these expectations are well-established as early as third grade. (Author/BRT)

ED 121 464 PS 008 528

Differential Day Care Placement Project. Final Narrative Report.

Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-426

Pub Date 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Child Care, Costs, Day Care Services, Family Day Care, *Needs Assessment, *Parent Attitudes, Parent Reaction, *Preschool Children, Question Answer Interviews, *State Surveys

Identifiers—*Arkansas

This report presents the findings of surveys conducted in Arkansas to diagnose children's day care needs as directed by parents in the community. Representative samples of approximately 100 parents of preschool children in each of three communities (Fort Smith, Hot Springs, and Texarkana) were interviewed as to the kinds of child care arrangements they were using, their reactions to these arrangements, and their preferences for types of arrangements when given a choice. Overall, the surveys show that parents are concerned about child care but must take what is available. Survey requirements, sample survey forms, and instructions given to volunteer interviewers are included along with data from each community. (ED)

ED 121 465 PS 008 531

Gibson, Campbell Shell, Pauline B.

Illustrative Projections of First Births for the United States: 1975 to 2000.

Bureau of the Census (DOC), Suitland, Md.
Pub Date Nov 75

Note—11p.; Current Population Reports: Population Estimates and Projections; Tables may reproduce badly due to type size
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-25, No. 613)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Birth Rate, *Demography, Methods, *Population Growth, *Population Trends

Identifiers—*United States
This short report presents annual projections of first births for the United States from 1975 to 2000. Three projection series are included which reflect different assumptions about the proportion of women who will have at least one birth (the complement of the proportion remaining childless). The ultimate proportions are: Series I-90%; Series II-85%; and Series III-75%. A consideration of annual trends in first births and explanation of the methodology and assumptions used are included with the projection tables. (ED)

ED 121 466 PS 008 533

Winters, Anne

The Young Hospitalized Child.

Pub Date 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Anxiety, Body Image, Changing Attitudes, Child Care, Early Childhood Education, Educational Programs, *Emotional Development, Emotional Response, Historical Reviews, *Hospitalized Children, *Intellectual Development, *Literature Reviews, *Mental Health, Policy Formation, Self Concept, Stimulation

This literature review examines the effects of hospitalization on the young child and suggests ways in which parents and hospital personnel can protect children from the potentially harmful emotional and intellectual effects of hospitalization. The history of attitudes toward the hospitalization of children is discussed. Children's emotional reactions to hospitalization (i.e., bewilderment, withdrawal, redefinition of body image) and their success in dealing with the anxieties of the hospital experience are examined in terms of long-term mental health. It is suggested that efforts should be made to provide "mothering-type" care to hospitalized children, but not to the extent that a feeling of dependency is fostered in these children. Hospitalized children's intellectual development is stressed. Methods in which the hospital environment can provide sources for stimulation and exploration are suggested. Hospital administrators, educators, parents, and medical professionals are called on to develop education programs to increase public awareness of the importance of the hospital stay for the young girl. (BRT)

ED 121 467 PS 008 534

Hertz, Thomas W. Mann, Ada Jo

Toward Interagency Coordination FY '75 Federal Research and Development Activities Pertaining to Early Childhood. Fifth Annual Report.
George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Interagency Panel on Early Childhood Research and Development, Washington, D.C.
Report No—HEW-105-76-1120

Pub Date Dec 75

Note—228p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Descriptors—Child Development, Community Services, *Early Childhood Education, *Educational Research, Family (Sociological Unit), *Federal Programs, Government Role, Handicapped Children, Interagency Coordination, Program Costs, *Program Descriptions, Research Methodology, *Research Projects, Social Services, Trend Analysis

This report provides an overview of the federally-funded early childhood research activities of fiscal year 1975. In order to assess the directions in which federal research programs are moving, ongoing research projects are analyzed both within individual agencies and within the federal government as a whole. The first chapter reviews the historical background, operational structure, and fiscal year 1975 activities of the Interagency Panel on Early Childhood Research

and Development. Chapter 2 outlines the categories of emphasis selected by the panel as an organizational framework for the analyses of federal research activity: (1) applied and basic research; (2) global research; (3) research to benefit all children; (4) longitudinal research; (5) research on the research process; (6) research on the development process; (7) research on the family; and (8) research on the community and society. In Chapter 3, the combined research of all of the 21 agencies on the Interagency Panel is examined, and information is presented concerning the number of projects and amount of funding in each of the selected categories outlined in Chapter 2. In Chapter 4, similar analyses are presented separately for each agency. The appendices provide the priorities of the agencies for fiscal year 1976 and beyond in addition to other supportive materials. (Author/ED)

ED 121 468 PS 008 535

Barber, Lucie W.

A Comparison of Day Care, No School and Private Nursery School Samples on Self-Concept.

Pub Date 11 Feb 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Comparative Analysis, *Day Care Programs, Demography, *Family Characteristics, Family Income, Measurement Instruments, *Preschool Programs, Private Schools, *Research, *Self Concept, Socioeconomic Status

Identifiers—*Barber Scales of Self Regard (Preschool)

This study examined the effect of the amount of time preschool children spend in preschool programs on the development of their self-concept. The preschool-aged subjects were from three groups: (1) 46 children with no preschool experience, but whose parents were "highly motivated to provide for their welfare;" (2) 177 children attending private nursery schools 2 1/2-4 hours a day, either 2, 3, or 5 days a week; and (3) 48 children attending day care centers for 8 or 9 hours a day, 5 days a week. Data were collected on 11 demographic variables of the subjects: age, sex, number of children in the family, family income, age of mother, education of mother, occupation of mother, age of father, education of father, occupation of father and number of parents in the home. A comparative analysis of these variables showed that the socioeconomic level of the "day care" group was lower than that of the "no school" group and the "private group." Subjects' self-concept was measured by seven Barber Scales of Self-Regard (Preschool). Results indicated that there was no consistent relationship between the demographic variables and the seven self-concept scales and that amount of time in a preschool program did not appear to be related to the development of self-concept in children of this sample. (BRT)

ED 121 469 PS 008 538

Summary of the Evaluation Report of ECE, ESEA Title I, and EDY 1974-75.

California State Dept. of Education, Sacramento.

Pub Date 76

Note—23p.; For the complete report, see ED 120 300

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Academic Achievement, Educational Change, Educationally Disadvantaged, Educational Objectives, Educational Planning, *Elementary Secondary Education, Evaluation Methods, Expenditures, Individualized Programs, Measurement Instruments, Needs Assessment, Parent Education, Parent Participation, *Program Descriptions, *Program Evaluation, Staff Utilization, *State Federal Support
Identifiers—*California, Early Childhood Education Reform Effort, Educationally Disadvantaged Youth Act, EDY Act, Elementary Secondary Education Act Title I, ESEA Title I

This report presents a brief summary of the full report of an evaluation of California schools receiving funds from three state and federal school funding programs in 1974-75. The evaluation was conducted by the California State Department of Education. Evaluated schools were funded through: (1) the Early Childhood Education (ECE) program, which provides state funds to schools with students in kindergarten through third grade to increase competency in reading, language, and mathematics; (2) the Elementary

and Secondary Education Act (ESEA) Title I, which provides federal assistance for schools with students from low families; and/or (3) the Educationally Disadvantaged Youth (EDY) program, which provides state funds for schools with students whose educational disadvantage results from low family income, language barriers, and transiency. Sources of evaluation data included ratings of school plans, school self-reports, school visitations, and student achievement data. Results of evaluation showed that schools participating in the three funding programs evidenced positive change. (BRT)

ED 121 470 PS 008 539

Kotelchuck, Milton

Father Caretaking Characteristics and Their Influence on Infant-Father Interaction.

Pub Date Sep 75

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Attachment Behavior, Behavior Patterns, *Child Care, *Fathers, Infant Behavior, *Infants, Interaction Process Analysis, Laboratory Experiments, *Parent Child Relationship, *Research, Research Methodology, Social Behavior

This paper describes five experimental studies which explored the influence of fathers' home caregiving and interactional characteristics on their infant's laboratory behavior. Approximately 300 families with children ranging in age from 6 to 24 months were studied. Each infant's reactions were observed as a function of the manipulation of the presence and absence of the mother, the father, and a female stranger in the playroom. In one study, a direct attempt was made to increase the amount of father interaction at home in order to observe any effects on the infant's laboratory behavior. Problems of methodology are discussed, and father-caregiving patterns noted. While a relationship to the father was seen to be independent of the father's involvement in child care, some minimal level of interaction seemed necessary. Extensive paternal caregiving was related to the preferences for the father in the laboratory and shortened duration of separation protest. The final study demonstrated that manipulation of father-infant interaction at home directly influences infant-father interaction in a laboratory setting. (Author/BRT)

ED 121 471 PS 008 540

Hulsebus, Robert C.

Latency of Crying Cessation: Measuring Infants' Discrimination of Mothers' Voices.

Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Auditory Discrimination, Behavior Patterns, Comparative Analysis, Infant Behavior, *Infants, Mothers, *Parent Child Relationship, Research, *Social Behavior, *Stranger Reactions, Visual Discrimination

This study investigated at the age at which infants become able to discriminate between their mothers and females strangers, as measured by differential patterns of pauses during the infants' crying while being spoken to by their mothers and female strangers. The subjects, 14 infants ranging in age from 7 to 20 days, were fed, burped, and changed, then left in their cribs. After continuous crying had developed for at least 30 seconds, the mother and the female stranger, standing out of sight, spoke to the infant for one minute each. Results indicated that 11 of the 14 infants discriminated by voice alone between their mothers and a female stranger. The infants stopped crying significantly sooner and paused significantly longer when their mothers were speaking to them. It is concluded that one- and two-week-old infants are capable of discriminating between the voices of their mother and strangers. (Author/BRT)

ED 121 472 PS 008 541

Forgione, Pascal D., Jr. And Others

The Rationales for Early Childhood Education Policy Making: A Comparative Case Study Analysis.

Hewitt Research Center, Berrien Springs, Mich.
Spons Agency—Office of Economic Opportunity,
Washington, D.C.
Report No.—OEO-50079-G-73-02
Pub Date Sep 75
Note—398p.; For related document, see ED 114
208

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage
Descriptors—Change Agents, Change Strategies,
Comparative Analysis, *Early Childhood Educa-
tion, Educational Legislation, Educationally
Disadvantaged, Federal Legislation, *Govern-
ment Role, Handicapped Children, *Kindergar-
ten, *Policy Formation, Preschool Programs,
Research Methodology, School Funds, Social
Welfare, State Legislation, *State Surveys

This report describes early childhood education policy making and legislation in several states and discusses research methodology for comparative case study research. The first part of the study provides a historical account of the emergence of the national compulsory attendance movement in the 19th century, and the corresponding growth of early childhood education. In the second part of the report, extensive case studies of five states (West Virginia, California, New Mexico, Ohio, and Georgia) that initiated kindergarten legisla-
tion between 1971 and 1973 are presented. Con- sidered in each state case study are such issues as: (1) rationales that state policy makers have used to support early childhood education policy initiatives, (2) background of the reform, (3) response to proposed legislation, (4) development of the change, (5) opposition to the reform, and (6) legislative leadership necessary to effect the change. Social, political, fiscal, and research rationales of the reform legislation are discussed and compared. In the third section of the docu- ment, research methodology and survey techniques, materials, and results are discussed in great detail. The final chapter contains a selected bibliography. (Author/BRT)

ED 121 473 PS 008 543
Hinze, Richard H., Comp. And Others
A Comparative Analysis of Day Care Licensing
Standards. Final Report.

Hawaii State Commission on Children and Youth,
Honolulu.; Hawaii State Community Coor-
dinated Child Care (4-C) Committee, Honolu-
lu.

Spons Agency—Office of Child Development (D-
HEW), Washington, D.C.
Pub Date Jul 75
Note—281p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
Descriptors—Administration, *Certification,
Comparative Analysis, Day Care Programs,
*Day Care Services, *Early Childhood Educa-
tion, Family Day Care, *Federal Programs,
Health Needs, Mental Health, Nutrition, Parent
Participation, Safety, Sanitation, Staff Utiliza-
tion, *State Standards, Workshops
Identifiers—*Hawaii

This report provides an analysis and com-
parison of three types of day care licensing docu-
ments: (1) Model State Day Care Licensing Act,
(2) State of Hawaii Rules and Regulations
Governing Day Care Centers (1966) and Rules
and Regulations Governing Family Day Care
Homes (1966), and (3) Federal Interagency Day
Care Standards. The first part of the report con-
tains (in brief): a summary of background infor-
mation, the findings of an initial study of day care
licensing standards, and the results and recom-
mendations of workshops on the licensing
problem. The second part (which comprises 2/3
of the report) contains the document, A Com-
parative Analysis of Day Care Licensing Stan-
dards, which considers in detail such areas as: (1)
licensing procedures, (2) facility administration,
(3) program requirements, (4) day care staffing,
(5) parent participation, (6) children's mental
and physical health needs and nutrition, (7) staff
health, (8) environment sanitation, and (9) fire
and safety requirements. The third part of this re-
port provides the materials and findings of
workshops which met to discuss possible revision
of Hawaiian licensing standards. (Author/BRT)

ED 121 474 PS 008 544
Stein, Nancy L. Glenn, Christine G.
An Analysis of Story Comprehension in Elementa-
ry School Children: A Test of a Schema.
Pub Date 75
Note—68p.; Diagrams will reproduce poorly
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Age Differences, Conceptual
Schemes, *Educational Research, *Elementary
Education, Grade 1, Grade 5, *Listening Com-
prehension, *Memory, Primacy Effect, Prose,
*Recall (Psychological), Research Methodolo-
gy

Identifiers—Information Processing (Psychologi-
cal)

This paper presents a schema developed to in-
vestigated story recall in elementary school chil-
dren, and describes the results of a study which
tested the schema with first and fifth graders. The
story schema, a theoretical model which formally
defines the types of strategies, operations, and
structures inherent in the processor of story infor-
mation, is defined and its assumptions and rules
are discussed in detail. The study of 48 first and
fifth graders examined: (1) the effect of age and
time on the production of stories; and (2) the
usefulness of making distinctions between dif-
ferent types of story information. Each of the
children listened while the experimenter read two
of the four stories selected for the study. The
children were then asked to recall the stories
after 20 seconds of counting exercises, and again
after one week. Although there were significant
differences in total accurate recall due to age and
time conditions, the organization of recall in
terms of saliency of informational units was found
to be extremely stable. The types of frequency of
category information recalled were consistent
across stories, grade level, and within time con-
ditions, which suggests that certain types of infor-
mation are more important than others in
producing stories and that story recall is
somewhat independent of simple primacy and
recency effects. (Author/ED)

ED 121 475 PS 008 545
Sorli, Hedwig M.
Program of Medical and Public Health Consulta-
tion to Project Head Start in Massachusetts.
Final Report.

Massachusetts State Dept. of Public Health,
Boston.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.
Report No.—OEG-B89-4450
Pub Date 28 Feb 70

Note—151p.; Filmed from best available copy:
Part I of Appendix R of the original document
is copyrighted and therefore not available. It is
not included in the pagination

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Community Resources, Evaluation
Criteria, Evaluation Methods, Family Health,
*Health Programs, Health Services, *Medical
Consultants, *Preschool Programs, *Program
Evaluation, Program Planning, Public Health,
*School Community Programs, School Com-
munity Relationship

Identifiers—Massachusetts, *Project Head Start

This report briefly describes and evaluates a
program designed to provide medical and public
health consultation to Project Head Start in Mas-
sachusetts. The program consisted of teams of
community medical and public health profes-
sionals made available to Head Start programs for
planning and implementation of health programs,
and education and training programs for Head
Start staff and parents. Evaluative observations
and recommendations made by doctors and other
consultants in response to questionnaires during
1968 and 1969 are briefly summarized and
presented in tabular form. Appendices and at-
tachments (which make up more than half of the
document) contain: (1) a table of health services
provided in a Head Start program, (2) a sample
health program class register, (3) a discussion of
evaluation methodology for Head Start health
programs, (4) a report on the 1969 National
Conference on Head Start and Child Develop-
ment, (5) the report on the Program of Medical
and Public Health Consultation to Project Head
Start in Massachusetts (1969), and (6) statistics
from the Medical Consultant's Evaluation of
Head Start Health Services for the 1969 Summer
Head Start Programs in Massachusetts. (BRT)

ED 121 476 PS 008 546
Day Care Related Federal Programs (An Ad-
dendum to Day Care Survey 1970).
Spons Agency—Office of Economic Opportunity,
Washington, D. C. Evaluation Div.
Report No.—OEO-B00-5160
Pub Date 71
Note—79p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—American Indians, Breakfast Pro-
grams, *Child Welfare, *Community Agencies
(Public), *Day Care Programs, Day Care Ser-
vices, Educationally Disadvantaged, *Federal
Programs, Handicapped Children, Health Pro-
grams, Job Training, Low Income Groups,
Lunch Programs, Mental Health Programs,
Migrant Health Services, Physical Facilities,
Research Projects, *Social Services

This document, an addendum to the Day Care
Survey 1970, describes day care-related federal
programs. Each program, is described briefly in
terms of the nature of the program, day care ser-
vices provided, authorizing legislation, the ad-
ministering agency, and miscellaneous infor-
mation (funding, recipients, etc.). Types of programs
included are: (1) direct day care programs (e.g.,
OEO Day Care Projects, Migrant and Seasonal
Farm Workers Assistance), (2) supportive pro-
grams for day care (i.e., physical facilities, food,
health, personnel and personnel training, and
research), (3) preschool programs (Head Start,
First Chance, etc.), and (4) work training pro-
grams with child care provisions (Job Corps,
Work Incentive Program, etc.). (BRT)

ED 121 477 PS 008 549
Curcio, Frank And Others

A Progress Report: The Relationship Between
Mother-Infant Interaction and Sensory-Motor
Development According to Age, Sex and Social
Class Background.

Boston Univ., Mass. Headstart Evaluation and
Research Center.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.
Report No.—OEO-4116

Pub Date [69]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Age Differences, Cognitive
Development, Data Analysis, Infant Behavior,
*Infants, Longitudinal Studies, Measurement
Techniques, Mothers, Motor Development,
*Parent Child Relationship, Parent Role, Per-
ceptual Development, *Perceptual Motor
Learning, Research, *Sex Differences, *Social
Differences

This paper describes the purposes and
procedures of a longitudinal study designed to:
(1) relate mother-infant interaction patterns to
infant age, sex, and social class; (2) relate
mother-infant interaction patterns to infant sen-
sory-motor development; and (3) to examine the
relationship between infant sensory-motor
development and infant sex and social class. Sub-
jects are infants from 5 weeks to 42 weeks of
age, from middle and lower class families. Data
were collected by mother-infant observation and
developmental testing of cognitive and percep-
tual-motor development. The specific rationale
for the study and proposed approaches for anal-
ysis of the data are discussed. (Author/BRT)

ED 121 478 95 PS 008 550

Cohen, Dorothy H. And Others

A Look at Children in China.

ERIC Clearinghouse on Early Childhood Educa-
tion, Urbana, Ill.

Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date Apr 76

Note—20p.

Available from—Publications Office, I.C.B.D.,
College of Education, University of Illinois, 805
West Pennsylvania Avenue, Urbana, Illinois
61801 (Catalog No. 143, \$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Child Care, *Chinese Culture, Com-
munity Role, Day Care Programs, *Educational
Philosophy, Elementary Secondary Education,
Goal Orientation, Group Unity, Individualism,
Learning Activities, Parent Role, Positive Rein-
forcement, Preschool Education, *Self Ac-
tualization, Social Development, *Socialization,
*Social Values, Student Role
Identifiers—*China

This paper explores educational philosophy and
its effect on children's development in the
People's Republic of China. The Chinese educa-
tional system incorporates heterogeneous class-
rooms and opportunities to "serve the people"
through meaningful, productive work in order to
foster a perception of group membership among
students. The students in China were observed to
be healthy, happy, confident, outgoing, and con-
siderate. Children in China under 7 years of age
are usually cared for by grandparents or in nurse-

ries, and the warmth and affection of caregivers are valued. After age 7, children are included in a community support system which incorporates units of neighbors to provide direct care for children when necessary. Children are therefore socialized by the school, family, and the community. The Chinese system of all-inclusive health care, the value placed on a stimulating environment in both the school and the home, and the consistency found between parent and teacher attitudes are other facets of the culture which optimize child development in China. (BRT)

ED 121 479 95 PS 008 551
Moral Development in Children: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—57p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #145, \$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Altruism, *Annotated Bibliographies, *Children, Children's Literature, Cognitive Development, Curriculum Development, Elementary Secondary Education, *Emotional Development, *Moral Development, Moral Values, *Preschool Education, Research, School Role, Social Attitudes, *Social Development, Socialization, Teaching Techniques, Values

Identifiers—*Developmental Stages

This annotated bibliography cites ERIC documents and journal articles which focus on children's moral development. Entries include selected resumes from "Resources in Education (RIE)" from February 1974 through December 1975 and selected journal citations from "Current Index to Journals in Education (CJIE)", July 1974 through December 1975. Each document abstract is accompanied by major and minor indexing terms. Stage theories of moral development, the application of moral development research findings to classroom teaching, the role of the school in fostering children's moral development, and the relationship between moral and cognitive development are some of the topics considered. (Author/BRT)

ED 121 480 PS 008 553

Prior, Daniel R.

An Inner City Program That Works.

New York City Board of Education, Bronx, N.Y. District 7.

Pub Date 3 Mar 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, *Early Childhood Education, Individualized Instruction, Inner City, Inservice Education, Instructional Materials, Learning Disabilities, Paraprofessional School Personnel, Perception Tests, Preservice Education, *Primary Grades, *Program Descriptions, *Remedial Mathematics, *Remedial Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York (New York)

The Developmental Learning Program described is a Title I program designed to significantly improve the reading and math skills of children with developmental learning problems. A total of 285 first graders in 10 inner city New York City schools participated in the individualized, eclectic program during the period covered by the report, November 1973 to June 1974. The program utilized a resource room model staffed by teachers and paraprofessionals with preservice and monthly and weekly inservice training. Individual and small group student instruction periods ranged from 2-4 per week for 45 minutes each. Multisensory and teacher made materials were used to assist students in mastering perceptual and motor skills. The Prior Evaluative Instrument for Perceptual Development (PEIPD) was administered at the beginning of the program to determine individual strengths and weaknesses in five areas of functioning (gross and fine motor, spatial organization, visual and auditory). A copy of the PEIPD is contained in the appendix. Findings were based on extensive testing, obser-

vations, interviews, and surveys with various program personnel. Test results indicated that there was a positive gain in grade equivalent between pretesting and posttesting with the Wide Range Achievement Test. (ED)

ED 121 481 PS 008 554

Brewer, Anita, Ed. McKee, Diann, Ed.

Texas' Youngest Children: Texas Household Survey of Families with Children Under Six.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date Nov 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Child Care, *Child Welfare, Day Care Programs, Demography, *Early Childhood Education, *Family (Sociological Unit), *Family Characteristics, Family Day Care, Family Health, Family Income, Family Mobility, One Parent Family, Parent Attitudes, *State Surveys, Working Parents

This booklet presents a summary of the results of a survey of 1,000 Texan families with children under 6 years of age. The survey (commissioned by the Texas Department of Community Affairs in 1973) was conducted to gather data on families (e.g., age, income level, and education of parents), the health and development of children, and child care arrangements. Some of the noteworthy findings which emerged from the data are: (1) 74% of families with children under 6 in Texas have moved in the last 5 years; (2) 54% of Texan families with children under 6 live in poverty or borderline poverty; (3) 97% of the fathers and 40% of the mothers of children under 6 work; (4) 41% of the mothers and 35% of the father with children under 6 in Texas have not completed high school; (5) 7 of every 8 single parent families live in poverty; (6) almost 1 in every 3 families have no health insurance; (7) about 33% of all children under 6 are in some kind of child care arrangement; and (8) the most frequently mentioned wishes mothers had for their children were good health, education, and a happy life. Included are discussion questions and data tables. (BRT)

ED 121 482 95 PS 008 555

The Role of Parents as Teachers.

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Cognitive Development, Creative Activities, Discovery Processes, Educational Games, Emotional Development, Language Development, *Learning Activities, *Learning Experience, Mathematical Concepts, Motor Development, Parent Child Relationship, *Parent Education, *Parent Role, Preschool Children, *Preschool Education, School Registration, Social Development, Teaching Techniques

This illustrated booklet, designed for parents of preschool children, suggests informal learning activities which have the potential to enhance the social, emotional, cognitive, motor, and language development of preschool children. Three categories of games and activities are presented: (1) language games, (2) mathematical concept games, and (3) creative activities. In each category, from 7 to 12 play experiences are suggested and explained in detail. A chart presenting information on preschool social, emotional, cognitive, and motor development is provided, along with hints for parents on interacting with children. A final section discusses preschool preparation for elementary school. (BRT)

ED 121 483 PS 008 562

Kowatrakul, Surang And Others

An Investigation of the Psychosocial Origins of Need for Achievement.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4126

Note—166p.; Filmed from best available copy. Some parts of text may not reproduce clearly due to quality of original

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Achievement Need, Achievement Rating, Caucasians, *Expectation, Measure-

ment Instruments, Mothers, Motivation, Negroes, Parent Attitudes, Parent Child Relationship, *Parent Role, *Preschool Education, Psychological Patterns, Questionnaires, *Social Differences, Social Reinforcement, Socioeconomic Influences

Identifiers—Parental Expectancy Measure, PEM

The purposes of this study were: (1) to develop measures of the need for achievement in 4-5-year-old children, and (2) to discover the psychosocial origins of need for achievement. The hypotheses regarding the second purpose were that middle and lower socioeconomic status (SES) mothers of children characterized by high need for achievement would behave in the following ways: (1) set realistic (i.e., not extreme) expectations in achievement training for their children; (2) encourage early independence; (3) demonstrate involvement in on-going achievement on the part of their children; (4) show warmth, supportiveness, approval, and encouragement of their children's achievement effort; and (5) show consistency in methods of reward and punishment. The subjects were 134 mothers and their children: 66 white middle SES and 68 black lower SES subjects. The criterion measure of need for achievement for 4-5-year-old children derived from this study was called "Generalized Achievement Motive," which was defined by a child's persistence, resumption of challenging task, and intermediate risk preference behaviors. The Parental Expectancy Measure (PEM) was employed in interviewing each mother to obtain parents' expected ages for boys and girls in independence granting and achievement training. Results supported only the hypothesis that, regardless of SES level, mothers whose children showed high need for achievement were more involved in children's on-going achievement than other mothers. (Author/BRT)

ED 121 484 PS 008 566

Fiedler, Judith

Child Care Survey.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date 31 Jul 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Care, Childhood Needs, Cognitive Development, *College Students, Costs, Educational Programs, Facility Requirements, Interviews, Parent Attitudes, Parent Participation, Physical Development, Social Development, Staff Utilization, *Standards, *Student Attitudes, *Surveys

This document presents the results of a survey of students at the University of Washington who indicated a special interest in child care issues. Interviews were conducted with 161 students, primarily nonparents, whose experiences with child care derived from participation as child care staff members or observers. Results showed that the respondents strongly supported university or state funding and user fees for the children of students, staff members, and faculty members, with lessened reliance on support by the student body at large. Programs designed to foster intellectual development were seen as the primary focus of child care, with physical and social development somewhat less important. Data tables are included. (Author/BRT)

ED 121 485 PS 008 586

O'Connell, Dorothy, Comp. And Others

Research Relating to Children. Bulletin 33: March 1974-August 1974.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-02(C3)

Pub Date Aug 74

Note—152p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Adolescents, *Annotated Bibliographies, Child Abuse, *Child Development, *Children, Cultural Factors, Delinquency, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, *Research Methodology, *Research Projects, Social Services, Socioeconomic Influences

This publication includes reports of research on children in progress or recently completed from March 1974 through August 1974. Each entry includes information concerning the investigator,

purpose, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) long-term research, (2) growth and development, (3) special groups of children, (4) the child in the family, (5) socioeconomic and cultural factors, (6) educational factors and services, (7) social services, and (8) health services. In addition to the reports on research, an extensive bibliography on day care is included. (BRT)

ED 121 486 PS 008 587
O'Connell, Dorothy, Comp. And Others
Research Relating to Children. Bulletin 34: September 1974-February 1975.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.
Report No.—OCD-CB-02(C4)
Pub Date Aug 75

Note—131p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adolescents, *Annotated Bibliographies, Child Abuse, *Child Development, *Children, Cultural Factors, Delinquency, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, *Research Methodology, *Research Projects, Social Services, Socioeconomic Influences

This publication includes reports of research on children in progress or recently completed from September 1974 through February 1975. Each entry includes information concerning the investigator, purpose, subjects, methods, duration, cooperating groups, and findings (if available). The reports are listed under several topical headings: (1) long-term research, (2) growth and development, (3) special groups of children, (4) the child in the family, (5) socioeconomic and cultural factors, (6) educational factors and services, (7) social services, and (8) health services. In addition to the reports on research, an extensive bibliography on the social development of children is included. (BRT)

RC

ED 121 487 RC 006 826
Louisiana Annual Farm Labor Report. ES 225, 1970.

Louisiana State Dept. of Employment Security, Baton Rouge
Report No.—ES-225
Pub Date 70

Note—89p.; For related documents, see ED 092 286, RC 009 127 and RC 006 827-828. Some parts may not reproduce clearly due to print quality of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Agricultural Laborers, Annual Reports, Automation, *Economic Factors, *Employment Trends, Farm Labor, Industry, Labor Force, *Manpower Utilization, Migrant Workers, Public Relations, Resources, Rural Development, Rural Farm Residents, *Rural Population, Seasonal Laborers, Statistical Data

Identifiers—*Louisiana, Rural Nonfarm Residents
Due to continued changes in Louisiana's agricultural economy, the supply and demand for seasonal and year-round farm workers changed during 1970. Therefore, the Rural Manpower Service's major emphases were directed toward worker and employer relations, recruitment, day-haul operations, and limited services to rural non-agricultural workers and employers. Primarily due to the lack of adequate resources, services to the rural non-farm population were limited to periods of little or no local agricultural activities. During 1970, the Rural Manpower Service also emphasized the role of public relations in strengthening public understanding of the agricultural and rural non-agricultural programs. This 1970 annual report presents data on the economic and employment trends, the impact of mechanization and other changes in production methods on seasonal hired workers, recruitment and utilization of farm workers, rural development and other community program activities, and public relations. Tabular data is given for farm placement operations, composition of interstate farm migrant groups, and interstate seasonal agricultural clearance activities. An outlook for the coming year is also presented. (NQ)

ED 121 488 RC 006 827
Louisiana Annual Rural Manpower Report. ES-225, 1971.

Louisiana State Dept. of Employment Security, Baton Rouge
Report No.—ES-225
Pub Date 71

Note—93p.; For related documents, see ED 092 286, RC 009 826-828 and RC 009 127

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Agricultural Laborers, Annual Reports, Automation, Economic Factors, *Employment Trends, Farm Labor, Industry, Labor Force, *Manpower Utilization, Migrant Workers, Public Relations, *Rural Development, Rural Farm Residents, *Rural Population, Seasonal Laborers, Statistical Data

Identifiers—*Louisiana, Rural Nonfarm Residents
In 1971, Louisiana's Rural Manpower Service provided the agricultural and rural non-agricultural populations with such services as placement services which included promotion and development of training programs with priority to veterans and other special applicant groups; processing clearance orders and foreign labor importation requests; collecting and dissemination labor market information; providing assistance in Occupational Analyses, industrial service, and testing; and recruiting youth for Job Corps and other special youth programs. This 1971 annual report presents data on economic and employment trends; the impact of mechanization and other changes in production methods on seasonal hired workers, recruitment and utilization of farm workers, rural development and other community program activities, farm placement operations, public relations; composition of interstate farm migrant groups, interstate seasonal agricultural clearance activities, and rural non-agricultural services. Data indicate that during 1971: there was a decline in placement activity, out-of-area job placements, and employer services in pulpwood, logging, and agriculture; there was an increase in Alien Employment Certification activities; and increased use of mechanical harvesting equipment and reluctance of most workers to enter jobs in the pulpwood and logging industry accounted for the small drop in pulpwood and logging placements. (NQ)

ED 121 489 RC 006 828
Louisiana Annual Rural Manpower Report. ES-225, 1972.

Louisiana State Dept. of Employment Security, Baton Rouge
Report No.—ES-225
Pub Date 72

Note—72p.; For related documents, see ED 092 286, RC 009 826-828 and RC 009 127

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Agricultural Laborers, Annual Reports, Automation, *Economic Factors, *Employment Trends, Farm Labor, Industry, Labor Force, *Manpower Utilization, Migrant Workers, Public Relations, Rural Development, Rural Farm Residents, *Rural Population, Seasonal Laborers, Statistical Data

Identifiers—*Louisiana, Rural Nonfarm Residents
The Rural Manpower Service Section of the Louisiana Department of Employment Security provided recruitment, placement, and other Employment Service programs to the agricultural and rural non-agricultural populations. Goals of the Rural Manpower Service were to: serve the agricultural workers and rural population in accordance with existing Federal and State laws, policies and regulations established by the U.S. Department of Labor, Manpower Administration and the Department of Employment Security; promote maximum utilization of the resident work force in the rural non-agricultural establishments and in the production of agricultural products and by-products; collect, analyze and disseminate information pertaining to the agricultural and rural labor market; and participate in programs designed to offer effective solutions to labor problems affecting the rural communities. This 1972 annual report presents data on Louisiana's economic and employment trends, the impact of mechanization and other changes in production methods on seasonal hired workers, recruitment and utilization of farm workers, rural development and other community program activities, and public relations. Tabular data pertain to farm placement operations, composition of interstate farm migrant groups, and interstate seasonal agricultural clearance activities. An outlook for the coming year is presented. (NQ)

ED 121 490 RC 008 966

Banks, Vera J. And Others
Farm Population of the United States: 1974. Current Population Reports, Farm Population. Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Dec 75
Note—23p.; For related documents, see ED 058 385 and ED 098 002

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. ERS-P-27, No. 46, \$0.55)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age, Agricultural Laborers, Birth Rate, *Census Figures, *Comparative Analysis, *Demography, Employment, Family Income, Industry, *Labor Force, Population Trends, Racial Differences, *Rural Farm Residents, Rural Urban Differences, Sex Differences, Socioeconomic Status, Tables (Data)

Identifiers—*Nonfarm Population
Based on data derived primarily from the Current Population Survey of the Bureau of the Census, this statistical report presents demographic and labor force characteristics of the U.S. farm population and a comparison of selected characteristics of the farm and nonfarm population. Tabular data are presented as follows: (1) Population of the U.S., Total and Farm: April 1960 and 1974; (2) Persons 14 Years Old and Over Employed in Agriculture and Nonagricultural Industries by Farm-Nonfarm Residence and Race: April 1974 and 1970; (3) Nonfarm Residents 14 Years Old and Over Employed in Agriculture, by Class of Worker and Sex: April 1974 and 1970; (4) Selected Characteristics of Farm and Nonfarm Populations by Race: 1974; (5) Farm Population, by Age and Sex: April 1974 and 1970; (6) Farm Population, by Race and Sex, for Broad Age Groups: April 1974 and 1970; (7) Employment Status of the Farm Population 14 Years Old and Over, by Sex: April 1974 and 1970; by Regions: April 1974; (8) Employment Status of the Farm Population 14 Years Old and Over, by Race and Sex, for Regions: April 1974; (9) Farm Residents 14 Years Old and Over Employed in Agriculture by Class of Worker, Race, and Sex: April 1974 and 1970; by Regions: April 1974; (10) Farm Residents 14 Years Old and Over Employed in Nonagricultural Industries by Class of Worker, Race, and Sex, for Regions: April 1974. (JC)

ED 121 491 56 RC 009 074

Cummings, Tom
Bilingual/Bicultural Law-Related Curriculum at Pine Hill High School, November 1975.

Ramah Navajo School Board, N. Mex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Pub Date Nov 75

Note—14p.; For related documents, see RC 009 075-078

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indian Culture, Biculturalism, Bilingual Education, Case Studies, *Cross Cultural Training, Curriculum Development, *Curriculum Guides, Definitions, Evaluation Criteria, *Law Instruction, Navaho, Paraprofessional Personnel, Post Secondary Education, *Resource Staff Role, Role Playing, Secondary Education

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Navajos, Ramah New Mexico Navajo High School

For 5 years, Ramah Navajo High School (New Mexico) has researched, produced, and taught a bilingual bicultural law-related-curriculum that emphasizes the pluralistic legal environment in which Navajo students exist. The resulting 4-unit law-related curriculum is compiled from anthropological field data gathered by local legal specialists working with a consulting attorney and is an introduction to law ways, customary as well as formal, that are important as Navajo people meet the problems of contemporary everyday life. The case method is utilized, setting forth disputes, and illustrating how parties to disputes define problems and resolve them. Students participate in bilingual "moot courts" representing both cultures; utilize a bilingual dictionary compiled by the local legal and language specialists; view video tapes of tribal judges, prosecutors, and other legal officers familiar with local disputes; and students then evaluate the program through

their comprehension of Anglo American legal concepts expressed in local language (Navaho and English), which is then reviewed by local advocates. Staff development involves training of legal specialists in field study techniques to develop materials for the classroom; local advocates to give appropriate presentations in the classroom; and parent teachers to assist in classroom preparation, presentation, and evaluation. (AH)

ED 121 492 56 RC 009 075

Vicenti, Dan And Others

The Law of the People (Dine Bibeé Haz'Aanii): A Bicultural Approach to Legal Education for Navajo Students, Volume 1.

Ramah Navajo School Board, N. Mex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Note—105p.; One volume of a 4-volume set which includes RC 009 075-078; also see RC 009 074 for an overview of the 4-volume set
Available from—Ramah Navajo High School Press, Box 248, Ramah, New Mexico 87321 (\$5.00 per volume; \$20.00 for set of 4 volumes)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*American Indian Culture, Biculturalism, Bilingual Education, Case Studies, Community Involvement, *Consumer Education, *Curriculum Guides, Definitions, Evaluation Criteria, *Law Instruction, Navaho, Paraprofessional Personnel, Post Secondary Education, Resource Staff Role, Role Playing, Secondary Education

Identifiers—*Navajos, Ramah New Mexico Navajo High School

Volume 1 of a 4-volume bilingual bicultural law-related curriculum is made up of legal case histories from traditional Navajo tribal and state court cases dealing with consumer problems and personal property disputes. These case histories, which were compiled by local legal specialists, provide "role playing" situations (buying a car, dealing with the trader) for Navajo high school and college students who exist in a pluralistic legal environment, and are a guide for others who deal with the Navajo people and their legal problems. Objectives of the consumer education volume include helping the student to: understand his own traditional law ways for handling consumer and property disputes and compare these to the Anglo law ways; recognize different informal dispute resolution techniques; understand how tribal and state courts can be used to get consumer protection; and understand the principles involved in contractual agreements, mortgages, etc. Teaching devices include role playing in English and Navaho (in the classroom as well as in the community); use of the casebook (supplemented by video tapes); and community involvement (forming consumer cooperatives, investing in savings and loan associations). Evaluation (by paraprofessional parent teachers, local advocates, and students) is based on the ability of the students to understand Anglo legal concepts of dispute resolution and to express them in terms of local law ways. (AH)

ED 121 493 56 RC 009 076

Vicenti, Dan And Others

The Law of the People (Dine Bibeé Haz'Aanii): A Bicultural Approach to Legal Education for Navajo Students, Volume 2.

Ramah Navajo School Board, N. Mex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Note—177p.; One volume of a 4-volume set which includes RC 009 075-078; also see RC 009 074 for an overview of the 4-volume set
Available from—Ramah Navajo High School Press, Box 248, Ramah, New Mexico 87321 (\$5.00 per volume; \$20.00 for set of 4 volumes)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*American Indian Culture, Biculturalism, Bilingual Education, Case Studies, Court Doctrine, *Cross Cultural Training, *Curriculum Guides, Definitions, *Ethnocentrism, Historical Reviews, Justice, *Law Instruction, Lawyers, Paraprofessional Personnel, Police, Post Secondary Education, Resource Staff Role, Secondary Education

Identifiers—*Navajos, Ramah New Mexico Navajo High School

Volume 2 of a 4-volume bilingual bicultural law-related curriculum deals with the evolution of a Navajo legal system. Navajo "law" was referred to by Navajos as "religion"; thus Anglos viewed the Navajo as having no "law." Because of the complexity of this topic, it is suggested that the first sections covering this view be read and digested by teachers and professionals only, who then convey sufficient information to give the student a flavor of Navajo law, thus laying the basis for discussions of other units that focus on specific disputes. Among subjects covered in the first section are: Anglo influence on Navajo law; the Indian Bill of Rights; Navajo torts; "Navajo Legal Vocabulary: A Critical Analysis" defines and compares Navajo and Anglo terms such as law; the system and its players—a Navajo view; the parties and their functions; and roles (judge, jury, police). The third section deals with legal institutions and roles on the reservation as they have evolved, such as the: Navajo Tribal Police; courts and judges (including an interview with The Honorable Judge Tom B. Becenti, Courts of the Navajo Tribe); and role of the lay advocate (which includes interviews with Peterson Zah and Leonard B. Jimson). It is suggested that teachers have the students read and discuss the interview section. (AH)

ED 121 494 56 RC 009 077

Vicenti, Dan And Others

The Law of the People (Dine Bibeé Haz'Aanii): A Bicultural Approach to Legal Education for Navajo Students, Volume 3.

Ramah Navajo School Board, N. Mex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Note—129p.; One volume of a 4-volume set which includes RC 009 075-078; also see RC 009 074 for an overview of the 4-volume set
Available from—Ramah Navajo High School Press, Box 248, Ramah, New Mexico 87321 (\$5.00 per volume; \$20.00 for set of 4 volumes)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*American Indian Culture, Biculturalism, Bilingual Education, Case Studies, Child Responsibility, *Cross Cultural Training, Curriculum Guides, Divorce, *Family (Sociological Unit), *Family Characteristics, Land Use, *Law Instruction, Marriage, Navaho, Paraprofessional Personnel, Post Secondary Education, Resource Staff Role, Role Playing, Secondary Education

Identifiers—*Navajos, Ramah New Mexico Navajo High School

Volume 3 in a 4-volume bilingual bicultural law-related curriculum concerns Navajo traditional law as it pertains to the family, and compares these laws and customs to those of Anglo society. Case histories (gathered using anthropological field techniques) were compiled by paraprofessional legal advocates, and provide materials to be used in classrooms for role playing and discussions. Legal aspects that affect Navajo family members are presented and compared to those of the Anglo law and cover such areas as: marriage; parent and child relationships; divorce—division of property, custody of children, and their support; role of family members in the division of labor; and inheritance patterns—water rights, land, houses, livestock. The type of land Navajos live on are described in terms of: reservation lands (majority live on reservations); satellite reservation areas; allotted lands (individually owned); Navajo tribal trust lands; United States Government lands; lands leased by the tribe; and tribal ranches. Teachers are encouraged to have the students (high school or college level) read and discuss the materials and use them for role playing, as well as compare their own family customs to those presented in the text. (AH)

ED 121 495 56 RC 009 078

Vicenti, Dan And Others

The Law of the People (Dine Bibeé Haz'Aanii): A Bicultural Approach to Legal Education for Navajo Students, Volume 4.

Ramah Navajo School Board, N. Mex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Note—104p.; One volume of a 4-volume set which includes RC 009 075-078; also see RC 009 074 for an overview of the 4-volume set
Available from—Ramah Navajo High School Press, Box 248, Ramah, New Mexico 87321 (\$5.00 per volume; \$20.00 for set of 4 volumes)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*American Indian Culture, Biculturalism, Bilingual Education, Case Studies, *Community Agencies (Public), *Cross Cultural Training, Daily Living Skills, Definitions, Employment, Jobs, *Law Instruction, Navaho, Paraprofessional Personnel, Post Secondary Education, Resource Staff Role, Secondary Education, *Social Services, Welfare Agencies

Identifiers—*Navajos, Ramah New Mexico Navajo High School

Volume 4 of a 4-volume bilingual bicultural law-related curriculum examines Navajo community life as it is affected by certain laws. Getting a job, obtaining assistance from welfare and other agencies, and preserving one's individual rights as an employee or as a student are all aspects of daily living with important legal ramifications. This unit explores each of these relationships, as well as important laws that help to shape them. Some of the laws discussed are Social Security, workmen's compensation, unemployment compensations, the food stamp program and other government health and child care programs, as well as child employment regulations in the State of New Mexico. The casebook contains examples of actual instances which are to be utilized in teaching this unit, but it is also suggested that the teacher write the Employment Security Commission and other Federal and State agencies to get forms and applications to be used in the classroom as teaching aids. Video tapes on food stamps and on the fair hearing process are available from the Ramah Bilingual Project (New Mexico), and should also be used in conjunction with this unit. (AH)

ED 121 496 95 RC 009 090

McConnell, Beverly

Training Migrant Paraprofessionals in Bilingual Mini Head Start, Mid-Year Evaluation, 1975-76 Program Year. Evaluation of Progress No. 8.
Washington State Intermediate School District 104, Ephrata.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date Jan 76

Note—85p.; A related report is RC 009 091

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Academic Achievement, Bilingual Education, Community Involvement, *Early Childhood Education, *Educational Assessment, *Interstate Programs, Material Development, Mexican Americans, *Migrant Education, *Mobile Educational Services, Paraprofessional Personnel, Parent Participation, Staff Improvement

Identifiers—Texas (La Grulla), *Washington

An early education program for children of migrant and seasonal farm workers, the program is designed around three problems which uniquely affect these children's education—lack of continuity, lack of professional staff, and irregularity of attendance. Serving primarily Mexican American migrant children, the program consists of two year-round sites located in Washington State and a third site called the "mobile component." The mobile program operates in La Grulla (Texas) during the winter; then the teachers, recruited from the families of the children served, move north when the children do and set up centers wherever the children move, continuing their education at each stop. The Washington sites provide year-round services for interstate, intrastate, and settled-out migrants. This evaluation report discusses the program's mid-year progress during the 1975-76 program year. The outcome and process objectives are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management for an interstate delivery system. Overall the objectives are being met or partially met. (NQ)

ED 121 497 RC 009 091

McConnell, Beverly

Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Mid-Year Evaluation, 1975-76 Program Year.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date Dec 75

Note—47p; A related report is RC 009 090

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Bilingual Education, Early Childhood Education, Educational Objectives, Formative Evaluation, *Interstate Programs, Mexican Americans, *Migrant Education, *Mobile Educational Services, Paraprofessional Personnel, Parent Participation, *Tutorial Programs

Identifiers—*Washington

Combining URDD and other funding sources, the program provides an interstate and interdistrict tutoring service, usually outside of regular school hours, to children of migrant and seasonal farm worker families. The tutoring is done by adult paraprofessionals, many of whom are parents or relatives of the children served. Parents also participate in program management through advisory groups for each site. Serving primarily Mexican American children, the program consists of two permanent sites in Connell and Moses Lake, Washington, and a "mobile component". The mobile component provides tutoring to migrant children in their home base in La Grulla (Texas) as well as during their stay in Washington, Oregon, Idaho, and Illinois. All curriculum materials used are programmed so that progress through them can be individualized. Child progress is also evaluated through nationally standardized tests. Nine objectives were established for the 1975-76 program year. This report summarizes progress toward achieving these objectives through October 1975. A narrative section expands on the comparison of academic achievement of children in the mobile program with mobile migrant children from a neighboring south Texas town who have no special preschool program and only uncoordinated local school services where they move. The program is operating effectively at all sites. (NQ)

ED 121 498 RC 009 093

Ishisaka, Hideki A.

Alternative to Foster Care: Evaluation Report, Seattle Indian Center, Incorporated.

Seattle Indian Center, Inc., Wash.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 25 Jun 75

Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*American Indians, Case Studies, Child Care, Child Welfare, Data Collection, *Family Counseling, Family Problems, *Intervention, *Outreach Programs, Program Costs, Program Evaluation, Referral, *Residential Programs, Staff Role

Identifiers—Alternative to Foster Care Program, *Washington (Seattle)

Began in October 1972 as a result and demonstration project, the Alternative to Foster Care Program (ATFCP) grew out of the concern in the Seattle American Indian community over the separation of Indian parents from their children in foster care. ATFCP was to explore the development of means by which Native American families, faced with the threat of child separation, could be assisted in maintaining custody of their children. A residential treatment and referral program, ATFCP consisted of two interlinked program components: residential and outreach. Originally designed to provide families with behavioral techniques of child and self-management, the ATFCP shifted to offering community education, legal and welfare advocacy, and assistance with concrete service needs. Staff were trained toward a case-management and crisis-intervention approach. The staff acted as case coordinators, assessing the individual families' goals and needs and attempting to meet them through appropriate referrals or advocacy. Covering the period from October 1972 through December 1974, this report discusses: the need for an alternative to foster care for Native Americans; program start-up and formation difficulties—changes in operating goals and objectives, assumptive errors regarding needs, and staff training, morale, and turnover; methods of data collection for evaluation; the ATFCP's components; and program costs. (NQ)

ED 121 499 95 RC 009 096

Kuvlesky, William P. And Others

Ethnic Group Identity and Occupational Status Projections of Teenage Boys and Girls: Mexican American, Black, Native American, and Anglo Youth.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—TAES-H-2811; USDA-CSRS-S-81

Pub Date Apr 76

Contract—400-75-0025

Note—64p; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—American Indians, Anglo Americans, *Comparative Analysis, *Ethnic Groups, *Expectation, Grade 10, High School Students, Mexican Americans, Negroes, *Occupational Aspiration, Racial Differences, *Rural Youth, Sex Differences, Tables (Data)

Identifiers—Arizona, Navajos, Texas (East), Texas (South)

Research objectives were to determine the extent to which ethnic variability existed in reference to male and female: occupational aspirations (type, level, and intensity); occupational expectations (type, level, and certainty); and anticipatory goal deflection. Data were derived from surveys of the following rural youth (high school sophomores) samples: (1) 170 male and 215 female Arizona Navajos (1972); (2) 98 male and 94 female East Texas blacks (1972); (3) 148 male and 158 female East Texas Anglos (1972); (4) 178 male and 201 female South Texas Mexican Americans (1973); (5) 15 male and 15 female South Texas Anglos (1973); Chi-square tests were used in each case to determine whether or not any ethnic differences observed were statistically significant. Significant results were: (1) Navajo youth had the lowest level of aspirations and the weakest intensity of desire; (2) Mexican Americans had the highest and strongest intensity of aspiration; (3) Mexican American females had the highest level of aspiration; (4) Mexican Americans had the highest level of status expectations, and Navajos had the lowest level; (5) Anglo expectations paralleled those of the Navajos, and Anglo females had the lowest expectation level; (6) Navajos and Anglos were markedly more certain about occupational expectations than black who were relatively uncertain. (JC)

ED 121 500 RC 009 097

Bain, Trevor

Labor Market Analysis: A Review and Analysis of Manpower Research and Development.

Center for Policy Research, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-36-74-19

Pub Date Jul 75

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Bibliographies, *Employment Projections, Information Sources, Job Applicants, Job Placement, *Labor Market, *Literature Reviews, *Manpower Development, Mobility, Personnel Selection, Promotion (Occupational), Research, *Rural Urban Differences, Synthesis

Identifiers—*Office of Manpower Research and Development, OMRD

Addressed to those in the manpower field (manpower program planners, practitioners, researchers, and policy makers) currently engaged in work requiring knowledge of labor market functions, this report utilizes data synthesized from a decade of research studies and development projects sponsored by the Office of Manpower Research and Development (OMRD). Study goals are identified as presenting: the principal issues related to labor market activities associated with employment; a synthesis-analysis of the research development literature relative to these activities; and alternative policy approaches arising from the literature reviewed. Presenting an overview of labor markets and manpower forecasting, this report traces the operation of the

labor market from job search to placement and promotion. Specifically, the seven chapters deal with such items as: differing labor markets (macro, micro, dual, rural, urban); the search for work (techniques and programs); labor market information (intermediaries, sources, improvement efforts); selection and entry (formal, informal, screening, programs); internal labor markets (theory, promotion, discrimination, job redesign); mobility (demonstration projects and agricultural migration). In addition, this report presents a literature bibliography and a short summary of major published sources of labor market information. (Author/JC)

ED 121 501 RC 009 098

Miller, Michael V.

"Chicanos" and "Anti-Chicanos:" Selected Status Indicators of Ethnic Identity Polarization.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA-CSRS-S-81

Pub Date Apr 76

Note—14p; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Culture Conflict, Employment, *Ethnic Grouping, Ethnic Origins, Grade 10, High School Students, *Identification (Psychological), *Labeling (of Persons), *Mexican Americans, Migrants, Self Concept, Sex Differences, Socioeconomic Status, *Student Attitudes

Identifiers—*Chicanos, Texas

Guided by findings from various studies, the general thesis of this study was that identity polarization tends to be a reflections of meaningful structural divisions within the Mexican American population. This study considered such social status attributes which seemingly serve as discrete indicators of group heterogeneity as sex, socioeconomic status, stability of household head's employment, parents' origins, and migrant farm-labor participation. Data were collected from questionnaires administered to 379 Mexican American high school sophomores residing in the Texas towns of Asherton, Rio Grande City, Roma, San Isidro, and Zapata in the spring of 1973. Determination of positive and negative ethnic identification was obtained through open-ended questions. Some findings were: "Chicanos" was the second most favored term, being preferred by 25 percent; 70 percent of those preferring "Mexican American" responded negatively to "Chicano"; a particularly high rate of negative identification was revealed among females; pro-Chicano identification was more than twice as great as negative identification among low SES males; SES appeared to have little bearing on Chicano identity among females; and for migrant males, pro-Chicano identification was twice as great as negative identification. (NQ)

ED 121 502 RC 009 099

Gardner, Bruce L.

A Full Income Approach to the Measurement of Rural Poverty. Economic Research Report No. 34.

North Carolina State Univ., Raleigh. Agricultural Experiment Station; North Carolina State Univ., Raleigh. Dept. of Economics.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—NC-AER-34

Pub Date Jul 75

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Capital, Census Figures, Concept Formation, Correlation, Economically Disadvantaged, Human Resources, *Income, *Measurement Techniques, *Poverty Research, Real Estate, *Rural Farm Residents, Tables (Data), *Theories

Identifiers—*Full Income

In an attempt to obtain a measure of rural-farm poverty conceptually more meaningful than those currently available, a measure based on "full income" (defined as "the purchasing power available for consumption in a normal year while keeping wealth intact") was proposed. The main task was estimation of the full income, rather than the money income, of rural-farm families in the United States in 1969 and the size distribution of

that full income. Estimates were based on data on human and nonhuman wealth and market rates of return. The inequality of the distribution of full income was estimated by means of data on the distribution of human and non-human wealth. A full income poverty threshold was then applied to the constructed size distribution of full income, and full income poverty was measured as the percentage of rural-farm families and unrelated individuals which fell below this threshold. Results produced an estimation that 5 to 14 percent of the U.S. rural-farm population was poor in terms of full income in 1969. By comparison, the corresponding figure as published in the U.S. Census of Population (using annual money income) was 19.9 percent. (Author/JC)

ED 121 503 RC 009 100

Sollie, Carlton R. And Others
Changes in Quality of Life in Mississippi: 1960-1970. Mississippi Agricultural Experiment Station Bulletin 824.
Mississippi Agricultural Experiment Station, State College.

Spons Agency—Department of Agriculture, Washington, D.C.
Report No.—MS-Bull-824
Pub Date Mar 75
Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Age, Census Figures, *Comparative Statistics, Demography, Economically Disadvantaged, *Economic Factors, Employment, Family Income, *Health, Racial Differences, *Rural Urban Differences, Sex Differences, Southern States, Tables (Data), Welfare
Identifiers—*Mississippi, *Quality of Life

As the first in a series of five reports dealing with selected aspects of the quality of life in Mississippi, this report utilizes U.S. Census data (1959 vs 1969 and 1960 vs 1970) to provide a statistical description of social and economic conditions and the change in those conditions over a 10-year period. Tabular and narrative data are presented for the following quality of life indicators: family income, family poverty, housing, employment, education, health, and welfare. Additionally, data on urban, rural, racial, and sexual differences are presented. The general results presented include: (1) Economic Improvements (median family income up 100 percent; poverty classifications down to 29 percent; a labor force increase of 5 percent; a drop in unemployment of 4 percent; but a lag in income levels of blacks and females when compared with whites and males); (2) Educational Level Improvements; (3) Housing Improvements (increased home ownership for all populations examined; an increase in the number of houses with hot and cold running water; a decrease in the number of persons per room; and an increase in household conveniences); (4) Health Improvements (decrease in infant mortality; increased facilities for the aged/infirm; but little or no improvement in the number of doctors, dentists, and hospital beds); (5) Welfare Improvements (an increase greater than the cost of living). (JC)

ED 121 504 RC 009 101

Paxton, S. Gabe, Jr.
Perceptions of Power Influentials in a Federal Indian School.

Pub Date 23 Apr 76
Note—16p.; Paper presented at the American Educational Research Association (San Francisco, California, April 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Advisory Committees, *American Indians, Boarding Schools, Comparative Analysis, Decision Making, *Federal Government, Group Status, Hypothesis Testing, Individual Power, *Opinions, Parents, *Power Structure, Program Administration, Resource Allocations, School Personnel, *School Systems, Students, Surveys

Identifiers—BIA, *Bureau of Indian Affairs

Congruence among the opinions of students, staff, and parents of a Bureau of Indian Affairs boarding school system was investigated to determine perceptions of the relative power of the decision-making influentials to affect the allocation of system resources and to affect the implementation of programs. Six hypotheses were postulated concerning the congruence of opinions among students, parents, and staff. A modified issue analysis technique was utilized for purposes

of identifying system influentials, and respondents were asked to state their opinions as to the relative influence of influential actors or groups in relation to ten stimulus statements. The six hypotheses were rejected at the .01 level of confidence, as the respondent groups differed significantly in their responses to the opinionnaire statements. Data indicated: (1) lack of congruence among respondents regarding the relative power of the decision-making influentials in affecting both resource allocations and program implementation; (2) students, staff, and parents viewed various actors and groups in the suprasystem as being most influential in the decision-making process and viewed themselves as being least influential; (3) students and parents viewed the advisory school board as being among the most influential of groups; (4) school staff viewed the advisory board as having little influence. (JC)

ED 121 505 32 RC 009 102

Nutt, Andrew T. And Others
Annual Report of the Texas Child Migrant Program, ESEA Title I, 1974-75.
State Univ. of New York, Albany. Univ. Libraries.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date Nov 75

Note—43p.; For related document, see ED 100 576

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Annual Reports, Elementary Secondary Education, *Enrichment Programs, *Instructional Programs, Mathematics, *Migrant Child Education, Parent Participation, Preschool Education, *Program Descriptions, *Pupil Personnel Services, Reading, Summer Programs, Tables (Data)

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Texas

During 1974-75, 181 school districts in Texas operated programs aimed at eliminating some of the educational deprivation of 61,799 migrant children. The majority of these districts concentrated their greatest efforts in the basic subjects including reading, mathematics, and oral language. Programs were operated in grades K-12 and a special migrant prekindergarten for 4-year olds. Two types of programs were operated: the 7-month program and the enrichment program. The 7-month program was designed to compensate for the inability of certain migrant children to attend school the entire 10-month term. Enrichment programs were operated on such plans as: extra daily services providing supplementary teachers, or teacher aides providing additional services; an extended day program; or self-contained classrooms with only migrant pupils in a nongraded structure. In all the programs, the objectives were to provide pupils with social services, clothing, transportation, fees, guidance and counseling, psychological services, dental and medical services, and food as well as instructional activities which focused on reading, oral language development, enrichment experiences, English language arts, and mathematics. This annual report describes the instructional programs and pupil services provided during 1974-75. (NQ)

ED 121 506 32 RC 009 103

Ochoa, Antonio
Title I ESEA, Migrant Education. [Idaho] State Annual Evaluation Report, Fiscal Year 1975 (School Year 1974-1975).

Idaho State Dept. of Education, Boise.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 75

Note—37p.; For related document, see ED 097 156

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Annual Reports, Elementary Secondary Education, *Federal Programs, *Migrant Education, Program Evaluation, Resource Centers, Staff Utilization, Student Enrollment, *Summer Programs, *Supplementary Education, Tables (Data), *Teenagers

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Idaho

In fiscal year 1975, Idaho's migrant program involved 30 school districts. There were 3,799 students (preschool through grade 12) enrolled dur-

ing the regular school term; 3,489 students (preschool through age 14 or over) were enrolled during the summer term. Approximately 81 percent of Idaho's migrant students were interstate transfers; of these, 50 percent were from the lower Rio Grande Valley Region of Texas. Teenage summer migrant programs were conducted in Minidoka-Cassia Counties and Nampa, Idaho. Describing the progress of the educational activities implemented under Title I of the Elementary and Secondary Education Act, this report is a summary of the evaluation reports submitted by 27 local districts. The sections include: (1) narrative reports of the exemplary teenage programs conducted in Minidoka-Cassia Counties and Nampa; (2) tabulated project data—number of projects, enrollment participation, and home base frequency; (3) tabulated program summaries—linguistic student body composition, staff utilization, methods of instruction, community participation, and dissemination; (4) a narrative report of the Migrant Education Resource Center; and (5) the evaluation report of the Idaho Preschool Program for Migrant Children. (NQ)

ED 121 507 32 RC 009 104

Florida Migratory Child Compensatory Program. State Annual Evaluation Report, Fiscal Year 1975.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 75

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Achievement, *Ancillary Services, Career Education, Community Involvement, *Compensatory Education Programs, Early Childhood Education, Elementary Secondary Education, Language Arts, *Migrant Child Education, Mobile Educational Services, Parent Participation, Program Evaluation, Self Concept, *State Programs, Tutorial Programs
Identifiers—*Florida Migratory Child Compensatory Program

During fiscal year 1975, the Florida Migratory Child Compensatory Program (FMCCP) served 19,455 migrant children through its Early Childhood Learning Program, Language Arts Tutorial Program, and Learn and Earn Program. The Early Childhood Learning Program provided 6,361 three, four, and five year olds with physical and dental examinations, nutrition services, and language, social, personal and physical development services. The Language Arts Tutorial Program provided 11,306 students the opportunity to progress at their own rate and to experience success in reading. Designed to help migrant students, ages 14-17, improve their self-concept by achieving success in a short-term occupational course, the Learn and Earn Program provided training experiences for 1,788 students. These programs were evaluated separately within the districts. Student gains were measured using various tests and by the analysis of successful program completion. Findings indicated that every program showed some degree of success. Direct and indirect supportive services were also provided. This report discusses FMCCP's progress during 1975. Also discussed are FMCCP's exemplary projects, interrelationship with the regular Title I program, coordination with other programs, inservice training, non-public school participation, community involvement, staff utilization, dissemination, teacher-pupil ratio, and program integration. (NQ)

ED 121 508 RC 009 105

Monk, Phillip M. Medina, Dennis
Residence Projections of Mexican-American Youth from the Border Area of South Texas: A Study of Changes Over Time.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(DSR5)-S-81
Pub Date 9 Apr 75

Note—48p.; Paper presented at the Annual Meetings of the Southwestern Sociological Association (Dallas, Texas, April 9, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Aspiration, Comparative Analysis, Expectation, Females, *Grade 10, High School Students, Literature Reviews, *Longitudinal

Studies, Males, *Mexican Americans, Questionnaires, Relocation, *Residential Patterns, *Rural Youth, Socioeconomic Influences, Student Attitudes

Identifiers—*Texas

The study assessed the stability or change in the residential orientations of rural Mexican American youth living near the Texas-Mexico border, examined changes in the local social and economic environment, and made some predictions as to their effects on the students' dispositions. In the springs of 1967 and 1973, questionnaires were administered to all sophomores in 5 South Texas high schools located in Dimmit, Zapata, and Starr Counties. There were 341 respondents in 1967 and 379 in 1973. Although the questionnaire used in 1973 asked for additional information on labeling, migrant status, and value orientations, the variables used in the analysis were identical in wording and occurred in the same order on both instruments. Variables used were: residence aspiration and expectation, anticipatory goal deflection, aspiration intensity, and expectation certainty. Due to the large increase in "no information" on the questionnaires, two sets of Chi Square computations were done. The first set included the "no information" cells, and the second set had the "no information" frequencies deleted. Some findings were: both males and females decreased in urban expectations over the six year span; males showed a slight increase in farm aspirations from 1967 to 1973; both sexes increased in certainty of their residential expectations; and females expected urban residence more than males in both years. (NQ)

ED 121 509 RC 009 106

Purrrington, Burton L., Ed. Gade, Ole, Ed. **Planning Frontiers in Rural America: Papers and Proceedings of the Boone Conference (Boone, North Carolina, March 16-18, 1975). Committee Print, 94th Congress, 2d Session.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 17 Feb 76

Note—239p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Citizen Participation, Decision Making, *Environmental Criteria, *Federal Legislation, Futures (of Society), Health, Housing, Industry, *Needs Assessment, Objectives, *Planning, Regional Planning, *Rural Development, Technical Assistance, Transportation

Identifiers—*Appalachia

Designed to examine alternative answers to questions on rural development, the Conference on Planning Frontiers in Rural America is presented in this digest which transcribes some of the deliberations stimulated by 10 speakers of national reputation interested in contemporary rural America and its prospects for the future. Specifically, this digest presents testimony and papers relative to the following: (1) Rural Development and the Need for Planning (The North Carolina and Appalachian Experiences); (2) Alternatives for Rural Development (An Activity in Search of Direction; Rural Transportation and Industrial Development; Rural Impact of Recreation Development; The Urban Shadow: The Rural Fringe of Expanding Urban Areas: Rural Development; International Perspectives); (3) Implementation of Rural Development Objectives (Regional Councils; The State Level; Regionalism: An Answer for the Planning of Rural Areas; Management and Technical Assistance for Rural Areas; Citizen Participation in Rural Development Decision Making); (4) Achieving a More Livable Rural Environment (Environmental Implications of Rural Development; Improving the Infrastructure of Rural Areas—A Panel Discussion; A Better Place to Live; Rural Housing Conditions; Rural Health Delivery; Planning and the Rural Way of Life; Protecting the Rural Environment); (5) A Conference Summary. (JC)

ED 121 510 RC 009 107

Christenson, James A.

North Carolina Today and Tomorrow, Vol. 9: Peoples' Views on Land Use. Agricultural Extension Service Publication 149.

North Carolina State Agricultural Extension Service, Raleigh.

Report No.—NC-EXT-149

Pub Date Mar 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Decision Making, Environmental Criteria, Federal Government, *Land Use, Local Government, *Planning, *Public Opinion, *Rural Urban Differences, State Government, *State Surveys, Tables (Data)

Identifiers—*North Carolina

During the spring of 1975, a North Carolina statewide survey was conducted to determine public opinion relative to the following land use options: Federal or State based land use controls; no land use controls; or locally based land use controls. Data were derived from a mail questionnaire sent to randomly selected individuals throughout the State. In order to derive a sample proportional to the State's population and one of sufficient size for county comparisons, 2 sets of data were developed (a statewide proportional sample which yielded a 68 percent response rate and a county sample which yielded a 66 percent response rate). Results indicated the North Carolina public: (1) was positively inclined toward county land use planning; (2) was only moderately inclined toward statewide land use planning; (3) was more positively inclined toward land use planning when there had been previous involvement, either via education or prior experience in land use planning; (4) was generally less supportive of the environmental movement in 1975 than was the case in 1973; (5) was more supportive of economic and agricultural growth in 1975 than was the case in 1973; (6) demonstrated little change between 1973 and 1975 in the support of land use; (7) demonstrated some variations according to education, income, and rural-urban locations. (JC)

ED 121 511 RC 009 108

Report of the Nebraska Indian Commission—Period July 1, 1974 to June 30, 1975.

Nebraska Indian Commission, Lincoln.

Pub Date 30 Jun 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indians, *Annual Reports, Committees, Economic Development, Education, Employment, Health Services, Housing, Legal Aid, *Objectives, *Program Descriptions, Reservations (Indian), *Social Services, Tribes, Welfare

Identifiers—*Nebraska Indian Commission

Covering the period July 1, 1974-June 30, 1975, this annual report briefly describes the programs and activities of the Nebraska Indian Commission, a commission established under the 1971 Nebraska Revised Statutes Supplement for purposes of joining "representatives of all Indians in Nebraska to do all things which it may determine to enhance the Indian cause of Indian rights and to develop solutions to problems common to all Nebraska Indians." Specifically, this report describes, by objectives and results, the following social service activities: (1) Welfare, (2) Housing, (3) Education, (4) Employment, (5) Legal Services, (6) Medical and Dental, (7) Economic Development. Additionally, the coordinators of the following 1974-75 Nebraska Indian Commission Committees are identified: (1) Local, County, State, Federal, Foundation, Church-Funded Programs Committee; (2) Legislative Committee; (3) Education Committee; (4) Health and Welfare Committee; (5) Legal Services Committee. The names and affiliations of commission members and a map detailing the Aberdeen Area serviced by the Aberdeen Area Office of the Bureau of Indian Affairs are also presented. (JC)

ED 121 512 RC 009 109

Lukacz, Moses And Others

A Guide to the Rights of the American Indian to Food Programs -- In Federal Schools for American Indian Children and in Public Schools Subsidized by the Bureau of Indian Affairs.

Commission on Civil Rights, Washington, D.C.

Pub Date [71]

Note—115p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Alaska Natives, *American Indians, Boarding Schools, Civil Rights, Criteria, Day Schools, Definitions, *Federal Programs, *Food, *Guides, Nonreservation American Indians, Nutrition, Policy Formation, *Public Schools, Reservations (Indian)

Identifiers—BIA, *Bureau of Indian Affairs, *Johnson O'Malley Act, JOM

Written for all American Indians and Alaska Natives, this guide is designed to provide information relative to the Native American's rights to

food programs in Federal schools and in public schools subsidized by the Bureau of Indian Affairs (BIA). Aimed at stimulating Native Americans to assume a more active role in the development and assessment of these food programs, this handbook presents the following information: (1) Food Programs in Schools and Dormitories Operated by the BIA (number of federally recognized Indian children of school age; different kinds of BIA schools; BIA nutrition responsibilities; unknown nutritional status of "other" Indian children; BIA boarding schools, dormitories, and day schools; general food policy issues—tests, monitoring, and surplus foods); (2) Food Programs in Public Schools Funded by Authority of the Johnson O'Malley Act (JOM), (Indian children covered; service standards vs JOM regulations; parent costs; definitions of selected federally funded food programs; BIA regulation needs for administration of JOM lunch monies; BIA responsibility for Indian children in JOM funded schools; inequities in JOM fund administration; unaggressive use of JOM funding device; findings of the U.S. Commission on Civil Rights' survey of JOM schools; the School Breakfast Program; phasing out JOM funding; policy considerations). (JC)

ED 121 513 RC 009 110

Theidinger, Bob

Research into the Current Plight of Farmworkers in the United States.

Catholic Diocese of Kansas City-Saint Joseph, Mo.

Pub Date 11 Apr 76

Note—50p.; Prepared by the Social Action Department

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Agricultural Laborers, Child Labor, *Economically Disadvantaged, Educational Problems, Federal Legislation, Foreign Workers, Health Conditions, Housing Deficiencies, Labor Unions, Low Income Groups, *Migrant Workers, *Research, *Socioeconomic Background

Farmworkers suffer from the same economic and social problems as other poor people but to a greater degree. Among classes of the disadvantaged designated for special Federal attention, only farmworkers are an occupational group. Their plight is unique because it is their working conditions which give rise to most of the other problems endemic to farmworkers. Their problems arise uniquely from the nature of their work, low wages, seasonal work, limited coverage under protective labor legislation, increased mechanization, lack of alternative job opportunities, few marketable skills, poor education, and critical health and housing needs. These give rise to such problems as child labor, short life expectancy, poor nutrition, job insecurity, incidence of disease, inadequate housing, and powerlessness. This paper presents research pertaining to the current plight of farmworkers. The research covers such topics as the importance of migratory/seasonal farmworkers; statements from the United States Catholic Conference; their insufficient income; government statistical information; the minimum wage law; housing, health, and education problems; pesticides; child and alien labor; legislative exclusions; and the United Farm Workers, AFL-CIO. A listing of Federal programs to help migrant/seasonal farmworkers is also given. (Author/NQ)

ED 121 514 RC 009 111

Venegas, Moises Kuvlesky, William

Do Metropolitan and Nonmetropolitan Chicano Youth Differ: A Study of South Texas Teen-Agers - 1973.

Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRS)-S-81

Pub Date 21 Aug 75

Note—37p.; Paper presented at the 1975 Annual Meetings of the Rural Sociological Society (San Francisco, California, August 21-24)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Aspiration, Aspiration, *Comparative Analysis, English, Expectation, Grade 10, Grade 12, High School Students, *Language Usage, Mass Media, *Mexican Americans, Occupational Aspiration, *Rural Urban Differences, Rural Youth, Sex Differences, Spanish, Tables (Data), *Teenagers, Urban Youth

Identifiers—*Texas

Based on comparative data from two 1973 studies, this study examined whether or not the occupational and educational status projections and language usage patterns of Mexican American teenagers living in a large metropolitan area differed from those of teenagers living in isolated, relatively small nonmetropolitan places. The two separate, but similar, studies were conducted in South Texas with nonmetropolitan youth (ST-73) and in El Paso with metropolitan youth (EP-73) using identical questionnaires. The ST-73 study obtained data from 379 Mexican American sophomores in 5 high schools located in Dimmit, Starr, and Zapata Counties. The EP-73 study obtained data from 300 Chicano sophomores and seniors in 12 schools in the El Paso-Ysleta school districts. These studies analyzed the respondent's aspiration and expectation levels, aspiration intensity, expectation certainty, speaking patterns (with parents at home and with close friends in the neighborhood, school, outside of class), and use of mass media. Some findings were: metropolitan Chicano youth had slightly higher educational and occupational aspirations; South Texas girls were the least certain of their occupational expectations; metropolitan boys used Spanish less and English more with parents; and nonmetropolitan males more frequently maintained a strong desire for their educational aspirations. (NQ)

ED 121 515

RC 009 112

Buesing, Gregory

Maliseet and Micmac Rights and Treaties in the United States.

Association of Aroostook Indians, Houlton, Maine.

Pub Date 73

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—American Indians, *Civil Rights, Equal Opportunities (Jobs), Essays, Federal Legislation, Historical Records, *Nonreservation American Indians, *Recognition, Reservations (Indian), Social Services, State Legislation, *Treaties, Tribes, *United States History, Voting Rights

Identifiers—Association of Aroostook Indians, Canada, Maine, *Maliseets, *Micmacs

Written for purposes of furthering aid to the Association of Aroostook Indian (AAI) in procuring Maliseet and Micmac American Indian rights, this essay provides historical documentation of U.S. treaties verifying Native American rights. This essay asserts that although about 4,000 Micmacs and Maliseets live in New England (1,000 in Maine), they have not been formally recognized by the Federal Government and had not been given state recognition until the AAI was formed in 1967 and began to further their cause; that since they generally live off-reservation but do have reservations in Canada, they are often considered both Canadian and alien and are not, consequently, afforded government services. Arguing that these people are free to cross borders and are entitled to certain rights under a series of treaties established between the Indians and the U.S. during and after the American Revolution, this essay presents the historical basis for the following rights: (1) the right to come to the U.S. from Canada and to acquire employment without having to register as an alien; (2) full hunting/fishing rights comparable to those of other Maine Indians; (3) the right to settle on either Passamaquoddy reservation with due reservation rights; (4) full services comparable to those of other off-reservation Indians; (5) full rights of citizenship, including the right to vote. (JC)

ED 121 516

RC 009 113

Hyatt, George, Jr. And Others

Plan of Work for Rural Development in North Carolina, July 1, 1975 - June 30, 1976.

North Carolina State Rural Development Committee, Raleigh.

Pub Date 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Committees, Community Services, Conservation (Environment), *Economic Development, *Health, Housing, Human Resources, Information Dissemination, Instructional Materials, Interagency Coordination, Land Use, Manpower Development, Natural Resources, Objectives, *Program Descriptions, *Rural Development, Workshops

Identifiers—North Carolina, *Rural Development Committee

Serving primarily as a policy group for local Rural Development Panels, the North Carolina Rural Development Committee's major objective for 1976 is to work with local leaders, private businesses and governmental agencies at all levels in planning and implementing comprehensive rural development programs. Specifically, the Committee's objectives are to: (1) create more jobs; (2) increase the level of income; (3) provide more and better training opportunities; (4) develop better delivery systems for community services; and (5) improve the quality of environment for residents in small towns and rural areas. Major rural development activities planned for 1976 focus on: (1) Training Workshops (on health, housing, site planning, and the State Land Policy Act); (2) Environmental Improvements (land-use planning/control, solid waste disposal, agricultural waste utilization and disposal, sedimentation control, family and community sewer disposal); (3) Improving Health Care (workshops, educational material on preventive health care, a pilot program, a health directory, slide-tape); (4) Improving Housing (adoption and enforcement of building codes, regulations, etc.); (5) Economic Development (stimulation of industrial growth, tourism, and agricultural income); (6) Other Activities (manpower development, community facilities, resource conservation/development, and youth involvement). (JC)

ED 121 517

RC 009 114

Hester, Randolph T., Jr. And Others

Rural Housing Site Planning in North Carolina.

Agricultural Extension Publication 105.

North Carolina State Agricultural Extension Service, Raleigh; North Carolina State Univ., Raleigh. Dept. of Landscape Architecture.

Spons Agency—North Carolina State Rural Development Committee, Raleigh; North Carolina State Task Force on Rural Housing, Raleigh.

Report No—NC-AES-Misc-105

Pub Date Jul 74

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Environmental Criteria, Guides, *Housing, Illustrations, Information Sources, Land Use, Maps, Planning, *Rural Areas, *Site Development, *Site Selection, Tables (Data)

Identifiers—*North Carolina

Addressing the problems of rural housing site selection and development in North Carolina, this guide is designed for cooperative and coordinated use by: technical assistance personnel employed by the Farmers Home Administration; local lending institutions; Health Departments; the Agricultural Extension Service; the Soil Conservation Service; and real estate and housing developers. Presenting various kinds of maps, charts, tables, diagrams, and illustrations, this manual addresses the following specific areas of concern: (1) Site Selection (preference area; priority group determination; soils investigation; ground water availability; land parcel investigation; investigation of the priority site; purchase of the site); (2) Site Test (suitability for septic tanks; suitability for foundations; slope suitability; erosion management suitability; depth to bedrock; no potential flooding; ground-water level suitability); (3) Site Development (property survey; locating the well; slope analysis; locating the driveway on the site; locating the house; locating activity areas; locating other site facilities; grading the site; post conclusion planning); (4) Appendices (North Carolina laws on site development and a list of site development information sources). (JC)

ED 121 518

RC 009 115

Jones, Lewis W. Williamson, Handy, Jr.

Demography of Disadvantage in Alabama.

Tuskegee Institute, Center for Rural Development Publication 1-75.

Tuskegee Inst., Ala. Center for Rural Development.

Report No—PN-1-75

Pub Date 1 Feb 75

Note—184p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Demography, *Dependents, *Economically Disadvantaged, Ethnic Groups, Farmers, Functional Illiteracy, Health, Housing, Income, Labor Force, Living Standards, Population Distribution, *Rural Urban Differences, *Socioeconomic Status, Southern States,

***Statistical Data, Tables (Data), Unemployment**

Identifiers—*Alabama

Designed to illustrate the extent of disadvantage found in the state of Alabama between 1950 and the early 1970's, this statistical source book presents data (of use to policymakers, researchers, and the general public) on the following demographic indicators: (1) Families Below Poverty Level; (2) Per Capita Income; (3) Youth Dependency Ratio; (4) Unemployment; (5) Farm Operator Level-of-Living Index; (6) Housing; (7) Health Index; and (8) Functional Illiteracy. Data taken from a number of well established secondary sources, including the County and City Data Book published by the United States Department of Commerce, are presented in four parts. The introductory section presents specific objectives; a digest explicating the eight indicators of disadvantage; and a brief discussion on the data sources. Part two comprises the summary and highlights of the findings, presenting a summary table that contains the ranking of each county with respect to the eight indicators and an average rank and rank ordering for the counties, as well as figures displaying geographic concentrations. Part two also presents the extent of population dependency as reflected in four dependency ratios. Part three presents a general profile of Alabama with mapped figures showing general demographic characteristics of counties by selected classes. Part four contains source tables which complement the brief narrative on disadvantage in Alabama. (JC)

ED 121 519

RC 009 116

Wachsmuth, Curtis B. And Others

Final Report with Recommendations to Governor Raymond P. Shafer from the Governor's Committee for the Preservation of Agricultural Land, December 1969.

Governor's Committee for the Preservation of Agricultural Land, Harrisburg, Pa.

Pub Date Dec 69

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Agricultural Education, *Agricultural Production, *Conservation (Environment), Economic Development, Employment Opportunities, Food, Land Acquisition, *Land Use, Natural Resources, Policy Formation, Recreation, *Rural Areas, *Statewide Planning, Waste Disposal

Identifiers—*Pennsylvania

Designed to serve as a guide to systematic and orderly preservation of Pennsylvania's agricultural lands, this report by the Governor's Committee presents recommendations based upon comprehensive research; facts gathered by seven subcommittees; and evaluation of facts and opinions presented in 258 statements at 12 statewide hearings attended by 1042 people from various segments of society. An introductory statement summarizing the current state of Pennsylvania's agricultural lands is followed by: (1) Summary of Recommendations; (2) Rationale for Preserving Agricultural Land (food and fiber for consumers; job opportunities; outdoor recreation; water supply; waste disposal; disaster hedge; orderly development and growth; and efficient agricultural production); (3) Recommendations in Detail; and (4) Appendix (Glossary of Terms; The Pennsylvania Agricultural Land Conservation Plan; and The Committee and Its Activities). As summarized in this report, the Committees' recommendations are: (1) Encourage Individuals to Voluntarily Use Their Land Resources Wisely; (2) Expand Formal Planning and Plan Implementation; (3) Revise Public Land Use and Acquisition Policies; (4) Authorize a Commission to Review Agricultural Land Conversion; (5) Strengthen Pennsylvania's Agricultural Economy; (6) Develop a Strong Agricultural Education and Public Relations Program. (JC)

ED 121 520

RC 009 117

Swick, Kevin J.

Effective Instructional Practices for Combating Experience Deprivation Among the Rurally Disadvantaged.

Pub Date 73

Note—10p.; Paper presented at the Illinois Reading Association (Mt. Carmel, Illinois, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Classroom Environment, *Disadvantaged Youth, Evaluation Methods, Management by Objectives, *Needs Assessment,

Professional Personnel, *Rural Youth, Speeches, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, *Teaching Methods

There are three components which combine to form a continuous cycle negatively affecting the development of the rural disadvantaged child; these are: contact deprivation; experience deprivation; and response deprivation. However, the personal, structural, and professional behaviors of the classroom teacher can positively affect the development of the rural deprived child via: (1) positive teacher attitudes and modeling which create a climate of trust and respect conducive to learning (personal); (2) a classroom setting that is attractive, comfortable, functional, and complete with learning materials (structural); (3) continuous teacher self-renewal (in-service education and/or university course participation (professional)). Four components of instruction which provide the key to developing effective instructional practices for the rural deprived child are: (1) development of objectives; (2) preassessment procedures; (3) methods of implementation; and (4) evaluation procedures. However, in each of these phases of instruction, it is important to relate what is being developed to the specific needs, interests, and ability level of the rural deprived child. It should be clear, then, that deprivation in and of itself does not negate learning but that it does demand special attention to the development of teacher behaviors and instructional practices. (JC)

ED 121 521 RC 009 118

Cosby, Arthur G. Picou, J. Steven

Structural Models and Occupational Mobility Aspirations: Racial Variations in the Deep-South.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRs)-S-61

Pub Date [75]

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Caucasians, Correlation, Fathers, Grade 10, High School Students, *Models, Negroes, *Occupational Aspiration, Occupational Mobility, *Racial Differences, *Rural Urban Differences, *Southern States, Tables (Data)

Utilizing 1966 data derived from interviews conducted with 6,500 tenth grade students from the Deep-South (South Carolina, Georgia, Alabama, and Mississippi), this study's primary objective as a multi-phase explanatory analysis of the relationship between levels of occupational aspiration and four selected structural variables which have been found most frequently to be related to variations in occupational aspirations. Considered to be indicators of structural situations which are associated with long-run variations in occupational placement, the four variables examined were: (1) father's education; (2) father's occupation; (3) race (black and white); and (4) residence (rural vs urban). Coleman's multi-variate attribute techniques and the "Backward Elimination Procedure" developed in regression analysis were utilized in a secondary explanatory analysis of the data. Examination of the four models constructed revealed that: (1) social class indicators accounted for the largest effect estimates; (2) residence was associated with a smaller, yet statistically significant portion of the variation; and (3) the effect of race was negligible when controls were applied. Application of the "most efficient" model to black and white subsamples separately revealed race differences in both composite effect estimates and the rank order of effect estimates. (Author/JC)

ED 121 522 RC 009 119

Cosby, Arthur G. Picou, J. Steven

Model of the Transmission of Educational Status: Sex-Race Differentials.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRs)-S-81

Pub Date 75

Note—16p.; Paper presented at Rural Sociology Section of the SAAS Meeting (New Orleans, Louisiana, 1975); Tables may not reproduce clearly due to small type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Aspiration, Caucasians, Comparative Analysis, Cultural Background, Educational Mobility, *Educational Status Comparison, *Family Background, Models, Negroes, Parent Influence, *Racial Differences, *Rural Youth, *Sex Differences, Socioeconomic Status, Southern States

Identifiers—*Transmission of Educational Status

Extending application of Svalastoga's (1965) concept of system permeability to the intrasystem analysis of sex-race differentials in educational permeability in the rural South, an operational procedure was developed to quantify permeability as the percent variation in filial attainment of a status not associated with variations in parental status. Reviewing parental-filial correlations for educational status reported from: (1) The Occupational Change in a Generation Survey; (2) The Project Talent Panel; (3) The follow-up to the Explorations in Equality of Opportunity; (4) The Wisconsin Panel; and (5) The Southern Youth Study (S-81); data were analyzed and produced some tentative conclusions. Among these were: (1) comparison of black and white rates of permeability revealed that blacks' intergenerational competition for educational status was of a more egalitarian nature than similar white processes; (2) white males' educational permeability was greater than that for females; (3) based on Southern Youth data (354 white and 234 black males; 231 white and 207 black females), blacks were less likely to have aspirations for education corresponding to those of their parents' statuses and were less likely to translate their educational aspirations to actual attainment; (4) social origins influence achievement attitudes and attitudes influence attainment. (JC)

ED 121 523 RC 009 120

Serale, J. K. And Others

We're Off to See the Wizard. A Report from Mohawk Valley School, Summer School Migrant Program, Kindergarten Through Grade 7. A Pictorial Account.

Mohawk Valley Elementary School District 17, Roll, Ariz.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Pub Date Feb 76

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Art Activities, Dance, *Dramatics, Elementary Education, Health Education, Language Arts, *Migrant Child Education, Music, Parent Participation, Primary Education, Role Playing, *Self Concept, Student Developed Materials, *Summer Programs, Theater Arts, *Vocabulary Development

Identifiers—Arizona, Elementary Secondary Education Act Title I, ESEA Title I, *Wizard of Oz

Centered around a summer theatre theme, the summer migrant program provided each child with a situation in which he could escape his normal role and fulfill his latent capabilities through entry into some character of a play. Thereby, each "performer" realized his unique abilities and found in himself a new source of self-confidence and pride. Using "The Wizard of Oz" as a basis, the program aimed to increase the child's communication skills in vocabulary, comprehension, and self-expression. Students in grades 4-7 were involved in stagecraft and photography. In stagecraft, students built and painted ten flats, sketched and transferred the scenes to the flats, constructed props, wrote invitations, and made posters for publicity. The photography module exposed students to the world of photography, using cameras and darkroom processing equipment, and documented the activities of summer school. Primary children (K-3) were involved in Language Arts, Song, Dance, and Arts and Crafts. In Language Arts, students listened to reading, and wrote stories and plays. The music program dealt mostly with learning songs for the play. A unit on pantomime involved the children in role-playing situations. The Arts and Crafts unit gave the children an opportunity to experiment with different materials and media. Parents helped with the costumes. Overall the program accomplished its purposes. The students' comments are given throughout this report. (NQ)

ED 121 524 RC 009 121

Arizona's Annual Migrant Child Teacher Institute (6th, June 9 - June 27, 1975).

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education. Pub Date 9 Jun 75

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Individualized Instruction, *Inservice Teacher Education, *Institutes (Training Programs), Language Development, *Migrant Education, *Participant Satisfaction, Reading, *Teacher Aides

Identifiers—*Arizona

Since 1970, the Migrant Child Teacher and Aide Institute has introduced approximately 175 Arizona teachers and 50 aides to new curriculum concepts in the areas of oral language development, reading, and individualized instruction. Jointly selected by the building principal, school superintendent, and the State Director of Migrant Education, participants then return in the fall and implement many of the recommended changes by training other teachers, creating demonstration classrooms, recommending specific instructional materials, and aides serving in instructional capacities. At the end, teachers are asked to evaluate the overall three-week institute on the basis of location and facilities, workshop content, consultants, general comments, and pre-post self-rating scale. Aides are asked to evaluate each consultant, what they felt was the most enjoyable feature of the Aide Institute, and make suggestions for the following year. This annual report presents the reactions of the participants during 1975. Overall their reactions were very favorable. The report also includes: the English and Spanish language structures used in the Oral Language Evaluation; the curriculum guide series used in Gallup, New Mexico; the scope and sequence chart used in the reading component; the Institute certificate; and a listing of past and present participants. (NQ)

ED 121 525 RC 009 122

Fiske, Emmett P. Zone, Martin A.

Rural Non-Commercial Research - The University of California: A Case Study.

Pub Date Aug 75

Note—27p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meetings of the Rural Sociological Society (San Francisco, California, August 1975)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agency Role, Agriculture, Case Studies, Classification, *Evaluation, *Experiment Stations, Federal Legislation, Financial Support, Information Dissemination, Land Grant Universities, Manpower Utilization, Objectives, Policy Formation, *Research Criteria, *Rural Areas

Identifiers—*Rural Noncommercial Research, *University of California

The University of California at Davis's (UC) Agricultural Experiment Station (AES) was used as a case study for purposes of examining how one Land Grant Institution responded to charges that its research had not followed the mandate of the Hatch Act of 1887. Focusing on "rural, non-commercial" research, data were analyzed for fiscal years 1970-71 through 1973-74 relative to the U.S. Department of Agriculture's Goal VIII: Assist Rural Americans to Improve Their Level of Living; and UC's Category Three—People Oriented Research (Consumer, Family, and Community). Although in 1971 UC appointed a nine-man reappraisal committee, the research clarification and classification established at that time did not, when viewed in terms of scientist manyears and dollar support allocation, achieve the desired impact. It was concluded that the small increase in rural noncommercial research was due to: (1) size and composition of the AES personnel; (2) lack of department focal point for addressing rural, noncommercial concerns; (3) lack of an identifiable rural, noncommercial public; (4) dissemination problems with rural noncommercial research findings. Suggestions for improvement were development of: manpower versed in public policy considerations; increased dollar support; a refined focal point; and non-traditional research dissemination techniques. (JC)

ED 121 526 RC 009 124

Duran, Ruben, Ed. And Others

Salubridad Chicana: Su Preservacion Y Mantenimiento -- The Chicano Plan for Mental Health.

Western Interstate Commission for Higher Education, Boulder, Colo. Mental Health Manpower Office.

Pub Date 15 Mar 75

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Alcoholism, *Delivery Systems, Drug Abuse, *Evaluation Criteria, Family (Sociological Unit), *Health Needs, *Mental Health Programs, *Mexican Americans, Migrant Workers, Political Influences, Socioeconomic Influences, Urban Population

Identifiers—*Chicanos

In devising the mental health plan for Chicanos, the social, economic, and political forces that adversely affect their emotional well-being must be considered. While defining mental health needs and proposing ways to meet those needs, the cultural background of the Chicano people must seriously be considered. The plan should stress the importance of strong family ties and make provision to maintain and strengthen them. The plan's principal thrust should be a mental health service system based on their cultural needs. This paper presents an overview of the social, economic, and political factors that are detrimental to the emotional well-being of Chicanos. Topics include: la familia, the urban barrio, mental health needs of migrant workers, addiction to "hard drugs" and alcoholism, education and the child, and legal recourse for procurement of mental health resources. Criteria for evaluating mental health delivery programs serving the Chicano communities are given. Among these are: "Does the program preserve and understand the unique nature of the Chicano familia?"; "Is the indigenous Chicano community used as a source of manpower and expertise?"; "Have steps been taken to sensitize the staff to the unique values and life styles of the community residents?"; and "Has the program developed one or more service components designed to reach Chicanos in their own environment?" (NQ)

ED 121 527

RC 009 125

Brown, Robert L.

A Preliminary Study of Proportional Representation of Mexican-Americans in County Offices in South Texas.

Pub Date 7 Apr 76

Note—17p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (54th, Dallas, Texas, April 7-10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Anglo Americans, *County Officials, Females, *Local Government, Males, *Mexican Americans, Negroes, *Political Power, Public Officials, Tables (Data)

Identifiers—*Texas (South)

The study examined the hypothesis that Mexican Americans in south Texas were not holders of certain county offices in proportion to their population in the selected counties, utilizing adjusted population counts (i.e., persons aged 18 years and over or those who were potential voters and/or officeholders). Twenty-eight counties were chosen on the basis that they were situated in south Texas and had at least 40 percent Mexican American constituency. The offices consisted of county judge, attorney, auditor, clerk, treasurer, assessor, sheriff, commissioners, and justice of the peace. These offices were usually filled by election. Between September and December 1975, a short questionnaire was mailed to county clerks, requesting information on: names of officeholders, whether the office was elective or appointive, and ethnicity and sex of officeholder. After the first mailing or the follow-up, responses were obtained from all but two counties. Data were obtained from the "Texas Almanac" and chambers of commerce for the remaining two. Some findings were: on a county-by-county basis, Mexican Americans were underrepresented in 20 of the 28 counties—in 9 of the 20 counties, Mexican Americans held more than 50 percent of the offices; and the post of auditor was the only one not predominantly elective and the one in which Mexican Americans held the lowest number of positions. (NQ)

ED 121 528

32

RC 009 126

Garza, J. J.

Evaluation of Migrant Education. Title I-M Programs in the State of Oregon, September 1974 - August 1975.

Oregon State Dept. of Education, Salem. Compensatory Education Section.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Feb 76

Note—347p.; For related documents, see ED 077 628 and ED 088 624

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—*Academic Achievement, *Ancillary Services, Bilingual Education, Cultural Awareness, Elementary Secondary Education, Health Services, *Migrant Child Education, Program Descriptions, *Program Evaluation, *State Programs, Summer Programs, Tables (Data)

Identifiers—*Oregon

During 1974-75, Oregon's migrant program emphasized the development of regular school year projects. Nine regular year projects provided diversified educational, health, nutritional, and social services to 3,693 students in kindergarten through high school. Seven summer projects, designed primarily for children ages 5-14, were directed toward improving reading and communication skills, diversified school and field trip experiences, and health and nutritional services. These summer projects serviced 1,592 students. The Migrant Education Service Center (MESC) provided project schools with concise and extensive pre- and in-service programs, implemented the Migrant Student Record Transfer System (MSRTS), provided services in the multimedia area, and functioned as a liaison with other agencies providing services to migrant children. To provide these services, MESC developed seven major components—cultural awareness, career ladder, early childhood education, bilingual/bicultural education, monitoring and evaluation, MSRTS, and multimedia. This evaluation report presents information submitted by the project schools. Gathered during the project period, the information consists of test data, monitor and evaluator observations, skill development records, and support services statistical data that provide evidence of program effectiveness in achieving its objectives. (NQ)

ED 121 529

RC 009 127

Louisiana Annual Rural Manpower Report. MA 5-79, 1974.

Louisiana State Dept. of Employment Security, Baton Rouge

Report No.—MA-5-79

Pub Date 74

Note—54p.; For related documents, see ED 092 286 and RC 006 826-828

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Agricultural Laborers, Annual Reports, Community Development, *Economic Development, *Employment Trends, Farm Labor, Human Services, Labor Force, *Manpower Utilization, Migrant Workers, Public Relations, Rural Farm Residents, *Rural Population, Seasonal Laborers

Identifiers—*Louisiana

During 1974, the Rural Manpower Service provided a comprehensive program of service to all agricultural workers and employers in both rural and urban areas. This program was accomplished through employer relations and applicant registration programs, placement services, promotion of training programs, counseling and testing programs, collection and dissemination of labor market information, and promotion of other services offered by the Louisiana Department of Employment Security. The Rural Manpower Service also assisted the unemployed, underemployed and disadvantaged citizen to gain meaningful employment through its Human Resource Programs. Also during 1974 the Rural Manpower Service continued its program of service to agricultural and food processing migrant workers. This service included programs to assist migrants in training for new skills or up-grading their present skills and upon completion of training assist migrants to find permanent employment. This 1974 annual report presents data on the economic developments, employment and unemployment trends, services for rural people, programs and activities for farmworkers, community development and public relations activities, farm placement operations, day-haul activities at points operated by the Employment Security agency, composition of interstate farm migrant groups, and interstate seasonal agricultural clearance activities. (NQ)

ED 121 530

RC 009 128

Brown, Richard N., Jr.

Economic Impact of Second-Home Communities: A Case Study of Lake Latonka, Pa. Economic Research Service Report ERS-452.

Economic Research Service (DOA), Washington, D.C.

Report No.—ERS-452

Pub Date Nov 70

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Case Studies, *Change Agents, *Community Development, Economic Change, *Economic Development, Land Use, Recreation, *Residential Patterns, *Rural Areas, Social Change, Social Services, Tables (Data)

Identifiers—*Pennsylvania (Lake Latonka), *Recreational Homes

Based on the results of a lot-owner survey and on data from public records and other sources relative to the development of a second-home community in Lake Latonka, Pennsylvania (begun in 1964 and sold out in 1966), economic impacts were estimated by applying appropriate income multipliers to reported use and development expenditures. It was estimated that the 1,275 acres of crop and pasture land which were transformed into a second-home recreation community could produce the following effects: (1) the development would generate \$14 million in business activity before 1970, with less than 40 percent of that total accruing to local business; (2) financing of development activities would have a significant impact on the local area; (3) variable use and special use expenditures of homesite buyers and their guests would generate \$2.6 to \$6.7 million in economic activity during 1965-70, with half of this total accruing to local business; (4) after 1970, use expenditures would generate \$0.5 to \$1 million annually; (5) maintenance expenditures would produce \$0.3 to \$0.6 million of gross business activity annually by 1975; (6) existing school facilities would be sufficient through 1975, but by 1975 or 1980 could pose a problem for adjacent communities if Latonka failed to provide for its own needs; (7) the development probably would have little or no effect on the value of agricultural output. (JC)

ED 121 531

RC 009 130

Rural Development Goals. Second Annual Report of the Secretary of Agriculture to the Congress (Pursuant to Title VI, Section 603(b), of the Rural Development Act of 1972).

Department of Agriculture, Washington, D.C.

Pub Date 26 Jun 75

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Annual Reports, Community Services, Employment, Equalization Aid, Housing, Income, *Objectives, *Program Descriptions, *Program Development, Public Facilities, *Rural Development, Rural Population

Identifiers—*Department of Agriculture, Quality of Life, Rural Development Act 1972

As the second annual report on policies and programs designed to improve the quality of life in U.S. rural and nonmetropolitan regions, this report: (1) presents tentative qualitative goal statements; (2) sets forth results-oriented quantitative goals for programs funded under provisions of the Rural Development Act of 1972; (3) describes the processes designed to validate and refine these goal statements and targets; and (4) presents data reflecting U.S. Department of Agriculture rural development activities during 1974. Rural development legislation provides the basis for national goals on employment, income, population, housing, and quality of community services, and this report articulates both qualitative and quantitative goals for each of these major areas. The qualitative goals are articulated as follows: (1) Assist in the creation of a climate conducive to growth in the employment base of rural America; (2) Contribute to the development of job opportunities in rural areas which generate incomes equal to the purchasing power in metropolitan areas; (3) Support a balance between rural and metropolitan populations compatible with the overall national quality of life and economic health; (4) Facilitate the attainment of access to standard quality housing; (5) Aid local governments to provide equal access to community facilities and services for non-metropolitan residents. (JC)

ED 121 532

RC 009 131

Schmitt, Raymond

Manpower Training and Employment Programs Serving Rural America. Report on Request of the Subcommittee on Rural Development of the Committee on Agriculture and Forestry by the

Library of Congress, Congressional Research Services, Committee Print, 93d Congress, 1st Session, October 31, 1973.

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 31 Oct 73

Note—15p; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Enrollment Rate, *Equal Opportunities (Jobs), Evaluation, Federal Aid, *Federal Programs, Job Training, *Manpower Development, Program Descriptions, Revenue Sharing, *Rural Population, *Statistical Data, Synthesis

Based upon numerous government reports and evaluation studies, this report presents: (1) a brief sketch of the Federal involvement in manpower training and employment programs; (2) some impressions of the manpower training and employment programs serving rural Americans; (3) statistical information on the estimated number of rural enrollees, funds obligated, and key characteristics of individuals enrolled in selected manpower programs; (4) a brief description of the manpower programs serving rural Americans; and (5) a bibliography of reports and evaluation studies concerning manpower programs operational in rural areas. Among the major "impressions" recorded in this document are: (1) the impact of mechanization and agribusiness upon rural employment has been profound; (2) better labor market information is needed to foster rural economic development; (3) most major manpower training and employment programs appear to be designed primarily for urban residents; (4) manpower training programs appear to face limited chances for success in rural areas due to limited job opportunities and economic growth; (5) use of Federal programs which create jobs (e.g., Operation Mainstream) offer temporary alleviation of rural unemployment and appear to be effective in the short run; (6) manpower revenue sharing may not work to the advantage of rural areas, as they may be unable to compete for funds. (JC)

ED 121 533 RC 009 134

Linklater, Clive

Indian Education: The World As It Was - The World As It Is - The World As We Want It To Be. Monograph No. 1.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Pub Date Oct 73

Note—12p; Presented at the Canadian Conference on Teacher Education Programs for Native People (1st, Saskatchewan University, Saskatoon, Canada, October 1973). Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*American Indians, Bilingual Teachers, Community Education, Community Resources, Cultural Background, *Educational Alternatives, Essays, *Futures (of Society), Minority Groups, *Self Actualization, Speeches, *Teacher Qualifications, Tribes
Identifiers—*Canada

The American Indian's education as it used to be was one in which he was instructed by indirect instruction via group participation, by observation, and by individualized teaching for purposes of promoting a smooth functioning tribe. Indian education used to be a life sustaining force which was participative and dynamic, involving the total community at every level of community life, every day, all day long. Today the present Canadian education system does not serve the Indian people's needs, as evidenced by current statistics relative to Indian: unemployment (over 58 percent); lack of constructive outlets (over 40 percent of all prison inmates); poor health; social and family disability; discrimination and prejudice. In the world of the future, the Indian people want to determine their own education; they want teachers who will be: (1) of the particular tribe they are teaching; (2) thoroughly knowledgeable about the past and present of the particular com-

munity, the particular tribe, and other tribes, and immigrant peoples of this country; (3) knowledgeable about peoples and cultures of other countries; (4) fluently bilingual and specially trained in teaching a second language, whether French or English; (5) able to use the human and physical resources of the community and recognize that the school is of the community, to be used by the community. (JC)

ED 121 534 RC 009 135

Ahenakew, David

The Indian and Education. Monograph No. 2.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Pub Date 17 Oct 74

Note—15p; Address presented in the Indian and Northern Dialogue Series (College of Education, University of Saskatchewan, October 17, 1974); Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*American Indians, Anthropology, Boarding Schools, *Culture Conflict, *Educational Alternatives, *Educational Philosophy, Elementary Secondary Education, Essays, Futures (of Society), Higher Education, Racial Discrimination, *Self Actualization, Speeches, Treaties, Welfare Problems
Identifiers—*Canada

I am an American Indian, and I believe education to be something totally different from what the white man believes it to be, for he sees education as factories, roads, space travel, degrees, high salaries, and a means to be a good life. I cannot separate the white man's education from the political/military strategies practiced against my race (the treaties exemplify this). I hear that the most respected educational activity is research, but research has reduced Indian cultures to the level of quaint anthropological artifacts. Like Christianity, education has been used to convert Indians into white men. Our children have been taken out of their own cultural environment and made dependent upon a white culture which only gave them education of an elementary vocational type and promoted the welfare syndrome. The miracle is that Indians have withstood the invasion of such an alien and hostile force, but Indians are now developing their own school systems in Canada (six bands are going to have their own K-12 schools this year). As an Indian, I believe education is not to be confined to the activities of a formal institution but should be a unified, integrated set of processes coming out of an individual's experience with the total environment, emphasizing character development, spiritual sensitivity, and contemporary knowledge for all who have the capacity/desire to understand. (Author/JC)

ED 121 535 RC 009 136

Green, Vicki Ann

The Role of the Indian in the Western Comic Book. Monograph No. 3.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Pub Date Aug 74

Note—20p; Synopsis of Master's thesis, University of Saskatchewan, August 1974; Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*American Indians, Caucasians, *Comics (Publications), Comparative Analysis, *Ethnic Stereotypes, *Literary Influences, *Self Concept, Social Influences
Identifiers—*Canada

Investigating the role and characterization of the American Indian as depicted in the Western comic book, a study was conducted wherein 44 comics containing at least two Indians were randomly selected from a list of 207 for analysis. Utilizing three outside readers (a Canadian nurse, housewife, and Indian student), modified procedures of content analysis were employed to categorize and analyze pictorial and verbal data indicative of: physical appearance; dress and ornamentation; cultural materials; goals and values;

and verbal symbols. Significant findings reflecting Indian stereotypes among the stories analyzed were: (1) grim facial expressions (100 percent); (2) Indians as naked above the waist, wearing loincloth, leggings, moccasins, and sandals; (3) dominance of the raiding, followed by the hunting economy; (4) violence initiated by Indians against non-Indians; (5) non-Indian protagonist/heroine (86.4 percent) vs Indian villains (77.3 percent); (6) personality traits of vengeance, hatred, and revenge; (7) goal attainment for both Indians and whites via physical violence; (8) 141 non-Indian generalizations about Indians vs 61 Indian generalized statements; (9) 268 examples of poor speech vs 10 non-Indian examples; (10) adjectives describing the Indian as aggressive, revengeful, cruel, treacherous, cowardly vs those describing the non-Indian as alert, persistent, individualistic, industrious, and shrewd. (JC)

ED 121 536 RC 009 137

Barnett, Don C.

Principles and Issues Underlying the Indian Teacher Education Program at the University of Saskatchewan. Monograph No. 4.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Note—33p; Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Admission Criteria, *American Indians, Certification, Counseling Programs, *Cultural Awareness, *Field Experience Programs, Higher Education, Program Descriptions, Program Development, Program Evaluation, School Orientation, Speeches, Student Teaching, *Teacher Education, Teacher Education Curriculum, Tutorial Programs
Identifiers—Saskatchewan (Saskatoon), *University of Saskatchewan

Defining both the general and specific aims of the Indian Teacher Education Program (ITEP) at the University of Saskatchewan, this monograph presents a detailed program description. Specifically, the following are discussed: (1) Equal Certification (special certificates of any kind which limit a minority group in any manner are not considered justifiable, since Native graduates with the Standard A Teaching Certificate should be entitled to teach in any school in the province); (2) Admission Policies (soliciting, screening, and personal interviews employed to identify applicants with a grade 12 academic achievement and a 65 percent average, or those out of school one full year with a grade 12 achievement and a 60 percent average, or those 20 years of age and over); (3) Orientation Principle; (4) Tutorial Services and Academic Performance (problem derived from physical, instructional, or personal causes are identified and statistics presented); (5) Counselling (individual, couples, family, and group counselling services); (6) Adaptation of Course Content (attempts to develop background knowledge and competencies for teaching via use of materials relevant to Native culture); (7) Field Experiences (five week practice teaching situations in each of the five semesters); (8) Future Development (focus on an off-campus program; the practicum; and program research and evaluation). (JC)

ED 121 537 RC 009 138

Macpherson, Norman J.

Toward a Multi-Cultural, Multi-Lingual Education System in the Northwest Territories. Monograph No. 5.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.

Pub Date 27 Feb 75

Note—29p; Address presented in the Indian and Northern Dialogue Series (College of Education, University of Saskatchewan, February 27, 1975). Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Organization, Administrative Principles, *American Indians,

Cultural Interrelationships, *Educational Philosophy, History, *Multilingualism, Policy Formation, Problems, *Program Development Identifiers—Canada, *Northwest Territories Department of Education

Designed to define and clarify the policies and programs of Canada's Northwest Territories' Department of Education, this monograph addressed the following concerns: (1) Program Policies and Problems (emphasis on the vast size and small population of the Northwest Territories and the divergent demands placed upon the Department of Education and its Director); (2) History (documentation of the Department's increasing involvement in the administration and development of a "unified education system"); (3) Extent and Organization (65 schools spread throughout 1.3 million square miles; 625 teachers; 110 classroom assistants, most of whom are of Native descent; regional superintendents assisted by supervisors in charge of Special and Continuing Education and by traveling teacher consultants; the Yellowknife headquarters and its various divisions; adult education; and specialized training programs); (4) Principles (parental right to choose the type of education suitable for their children; cultural relevancy; language of the learner during the first three years of education; a multi-cultural/multi-lingual objective; and education which develops and preserves the confidence of the child); (5) Programs (teacher education programs for Native which emphasize the standards of: northern teaching suitability; community responsiveness; bilingualism; and specific training for northern teaching). (JC)

ED 121 538 RC 009 139
King, Cecil

The Education of Our Native Children. Monograph No. 6.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.
Note—15p.; Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*American Indians, *Community Education, Cultural Pluralism, *Educational Alternatives, Educational Philosophy, Essays, Needs Assessment, *School District Autonomy, *Self Actualization, Speeches, Youth Identifiers—*Canada

As educators, we need to get beneath the museum approach to Indian life so that we may give our youth the wisdom they desire to deal with modern life in pride and dignity. Since our present educational system has proved incapable of aiding our youth in their search for meaning, it is good to hear Indian people say "We want to control our schools". It can be done. The knowledge we seek is still alive on the reserves in the minds of the people who walk by our schools but are not invited in. According to Canadian law, the school must prepare individuals for effective involvement in the economic life of the community; provide a minimum knowledge of basic skills necessary for participatory citizenship; and provide for "enjoyment". Since people are so diversified culturally, geographically, and economically, it should be obvious that there is no panacea that will work for all. Effective economic involvement can only be achieved at the local level, for local schools can best identify the economic needs of the community. Basic skills are important, but how and to what degree they are to be pursued are questions to be answered by local educators. "Enjoyment", defined as the fine arts, must be made to include Indian arts. It is important that Indian students acquire the necessary skills, tools, and knowledge for participation in the larger society but they must also be afforded the strength and wisdom of their past. (JC)

ED 121 539 RC 009 140
Sanderson, Solomon

A Model for Community Education: Local Control at James Smith Reserve. Monograph No. 7.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.
Pub Date 13 Mar 75

Note—20p.; Address presented in the Indian and Northern Dialogue Series (College of Education, University of Saskatchewan, March 13,

1975). Monograph series contains 7 volumes which include RC 009 134-140

Available from—Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*American Indians, *Community Education, *Educational Alternatives, Educational Philosophy, Federal Government, Federal Legislation, History, Legal Responsibility, *Models, Reservations (Indian), *Self Actualization, Treaties Identifiers—*Canada

Outlining the general historical, legal, and educational context within which Canadian Indian education developed, this monograph addresses the following topics: (1) Federal Responsibility for Indian Education (the Royal Proclamation of 1763; the Indian Act of 1876; treaties, etc.); (2) Provincial Involvement in Indian Education (revision of the Indian Act and initiation of the Joint School Program, a policy which ultimately transferred all responsibility for Indian education to the provinces); (3) A Search For Educational Legitimacy (in view of the failures of policy makers and "experts", legitimate Indian education must be relevant to and supported by the Indian community); (4) Some Criteria for an Alternative (community control; parental involvement and alliance with teachers who are responsible to the community; positive psychological impact on children via role models, cultural recognition, and elimination of standardized tests; instructional materials that accurately reflect past and present Indian experiences); (5) Alternative Model (the school perceived as only part of a community, social, cultural, recreational "learning center", serving as the focal point of community life and providing comprehensive community education); (6) Teachers and Community (a tripartite teaching role involving instruction, curriculum development, and community involvement via the retraining of "professional" educators). (JC)

ED 121 540 RC 009 141
Fuentes, Roy O.

Statement of the National Education Association on Migrant Education Before the Subcommittee on Agricultural Labor of the House Committee on Education and Labor.

National Education Association, Washington, D.C.

Pub Date 5 Dec 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Agency Role, Delivery Systems, Educational Needs, Federal Aid, Federal Government, *Government Role, *Migrant Education, Migrant Workers, *Policy Formation, Program Effectiveness, *Teacher Associations Identifiers—*National Education Association

Migrant farmworkers suffer from low wages, seasonal work, unemployment, limited coverage under labor legislation, health and housing needs, low skill levels, and undereducation. These are further complicated by their high mobility and, in many instances, by language and cultural differences. Prior to 1962, no significant legislation or programs existed for improving the conditions of migrant farmworkers or for providing opportunities to them and their families. Since 1962, migrant education programs have achieved significant development toward resolving these problems (i.e., Migrant Student Record Transfer System; coordination and cooperation between states in the three major migrant streams; interagency efforts to deal cooperatively with migrant education programs; and development of such programs as Florida's Learn and Earn and the High School Equivalency Program). However, migrant programs, like their clientele, have always had to fight for survival. Therefore, rather than allow program deterioration by indifference or elimination of programs by administrative fiat, Congress must re-examine policies and procedures which may unintentionally be impeding progress toward improving the migrant's conditions. The National Education Association is willing to work with Congress and other interested groups to determine the necessary adjustments required in legislation and policy that will insure full participation of migrant farmworkers in our system. (NQ)

ED 121 541 RC 009 142
Migrant Student Record Transfer System in New York State.

New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Albany.

Pub Date 75

Note—4p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Computer Oriented Programs, *Data Bases, Information Systems, *Migrant Children, *On Line Systems, *Student Records Identifiers—*Migrant Student Record Transfer System, MSRTS, New York

In 1970, the Migrant Student Record Transfer System (MSRTS) was funded through Title I of the Elementary and Secondary Education Act. A single center at Little Rock (Arkansas) was designed to contain a profile on each migrant student enrolled. The Center's aim was to assure a high degree of accuracy while maintaining flexibility and ready access to student profiles for educators. In New York State, three terminals are located in areas of heavy migrant population: (1) Medina handles western New York, (2) Williamson is responsible for central New York, and (3) New Paltz covers eastern New York and Long Island. Local schools can phone their terminal to secure or relay urgent information. Routine data are processed by mail or courier from approximately 150 local educational agencies serving over 5,400 migrant children in New York State. Through the information contained on the MSRTS form, rapid grade placement, accurate curriculum programming and proper health services can be provided more readily to migrant students. When the student profile is complete, teachers are afforded insights critical to motivation, program development, and counseling for the children. This paper presents a very brief overview of the MSRTS, its purpose and confidentiality, and the system in New York State. (NQ)

ED 121 542 RC 009 144
Stratton, Barbara And Others

College Level Financial Aid Opportunities for Migrant Students Within The State University of New York.

New York State Education Dept., Albany. Bureau of Migrant Education.

Pub Date Aug 75

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Admission Criteria, Directories, Educational Opportunities, *Financial Needs, *Higher Education, *Migrant Youth, Post Secondary Education, Scholarships, *State Schools, Student Costs, *Student Loan Programs, Work Study Programs Identifiers—*New York, State University of New York

Divided into three parts, this booklet is designed to assist guidance counselors and administrators in identifying financial programs which aid migrant students in obtaining a higher education within the State University of New York (SUNY) system. Part I lists 18 common student financial aid programs available within SUNY. These include grants, scholarships, and loans which do not have to be paid back, work that provides assistance through hourly earnings, and benefits. The need analysis services and the Education Opportunity Program are explained. Part II contains information concerning general admissions requirements and college level credit by examination (i.e., College Level Examination Program and College Proficiency Examination Program). Part III contains a list of SUNY colleges with information concerning admissions requirements, financial aid, housing, and the Education Opportunity Program. These include university and medical centers, colleges of arts and science, specialized colleges, agricultural and technical colleges, and statutory and community colleges. A list of units within SUNY by county is appended. (NQ)

ED 121 543 RC 009 145
Clark, G. Cameron

Samples of Farmer Training Programmes in Asia with Special Reference to Sons of Small Farmers.

Pub Date 31 Oct 72

Note—47p.; Not available in hard copy due to marginal legibility of original document; Paper

presented at Seminar on Extension and Other Services Supporting the Small Farmers in Asia (Berlin, West Germany, October 31 - November 22, 1972)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Case Studies, *Developing Nations, *Educational Alternatives, Extension Education, Farmers, Nonformal Education, Out of School Youth, Parent Student Relationship, *Program Descriptions, *Rural Youth

Identifiers—*Asia, Ceylon, Indonesia, Philippines
Three case studies are presented which describe new approaches to agricultural education and training of Asian rural farm youth on their own small farms in Ceylon, the Philippines, and Indonesia. Providing an initial summary, each case study is discussed in terms of its background; planning stages; objectives; course of events; problems; results; and significant lessons learned. The Ceylon experiment (1963-64) is described as involving 31 youth (aged 16 to 25) in individual home farm projects; wherein, trainees spent two-thirds of their time on the trainees' farms dealing with realistic problems as they arose and the rest of their time in formalized instruction (parent/student/teacher cooperation and coordination are cited as major reasons for program successes). The Philippine project is described as a two-year terminal training course for out-of-school male and female farm youth aged 12 to 25; wherein, trainees spent the majority of their time mastering technical farm/home and managerial skills via well planned home projects closely supervised by an instructor. The Indonesia study is described as involving two components: The Young Farmers' Courses (two hours of lecture per week for mature farm youth also engaged in home projects); and the Young Farmers Training Centers (one-year terminal vocational agricultural education offered to future farmers aged 17 to 25). (JC)

ED 121 544 RC 009 146

Bamford, G. N.

Training Rural Youth for Farming in the Asia and Far East Region. Report No. RAFE 6.

United Nations Food and Agriculture Organization, Bangkok (Thailand).

Pub Date 72

Note—54p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Comparative Analysis, *Developing Nations, *Educational Alternatives, Farmers, *Program Descriptions, *Rural Youth, Surveys, Training

Identifiers—*Asia
In response to the Tenth Food and Agricultural Regional Conference for Asia and the Far East (August/September 1970), a comparative study of the different approaches already tried in the Region was conducted, and as the product of that study, this report briefly describes projects currently operating in India; Ceylon; Thailand; Malaysia; Indonesia; the Philippines; Korea; and Japan. This survey revealed the following different approaches to young farmer training: (1) Institutional Training (as part of the formal education system; as a follow-up to formal education for younger school leavers; as training for older out-of-school youth); (2) "On-Farm" Approaches (those associated with rural youth club programs; youth settlement schemes; training on the farms of others); (3) Comprehensive Approaches Combining "On-Farm" and Institutional Training Programs; (4) Youth Mobilization Schemes (aimed at involving masses of unemployed youth in training and developmental projects). Utilizing the following evaluation criteria: (1) rationale and goals; (2) structure, content, and methods of training; (3) application of training; (4) degree to which the program could be replicated; this study concludes that an "on-farm" training program conducted via Rural Youth Movements and supported by short course institutional training is the best approach for the needs of Asian rural youth. (JC)

ED 121 545 RC 009 148

Dobson-Ingram, John R. A.

Mexico's Federal Education Law of 1973; Its Implications for Nonformal Education.
Pub Date 26 Mar 75

Note—33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (San Francisco, CA, U.S.A., March 26-29, 1975); Some parts may not reproduce clearly due to marginal type quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Cultural Awareness, *Educational Development, *Educational Legislation, Educational Principles, *Federal Programs, History, Mexicans, *Nonformal Education, Regional Programs, *Rural Areas, Socioeconomic Influences, Urban Areas

Identifiers—*Mexico

An evolutionary step in Mexico's nonformal educational development, the Federal Education Law of 1973 was ratified by the President in December 1973. This law covers the purpose of education in Mexico, the national system of education, distribution of responsibilities for education, programs of study, rights and obligations of institutions, parents and learners within the national system, and the validation of studies. Nonformal education is implied throughout the law and mentioned specifically in more than 20 of its 69 articles. Therefore, the Secretario de Educacion Publica sponsors several programs of nonformal education. These are divided into three basic groups—regional, functional, and cultural awareness programs. The regional programs are designed to develop a national psychocultural milieu by integrating three clearly marginalized peoples (indigenous, rural and nonproductive urban) into Mexico's socioeconomic development as productive members. The functional programs operate nationwide on certain problem areas, such as literacy and the extension of formal schooling through the use of mass communications. Cultural awareness is a unifying process. It is considered essential to national development as it serves to create an integrated people with a positive self concept. Objectives of these programs are collectively known as "mexicanidad" within the Mexican national culture milieu. (Author/NQ)

ED 121 546 RC 009 149

Dobson-Ingram, John R. A.

Formal Schooling and the Aspirations of Stratified Rural Youth.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Aspiration, *Academic Education, Developing Nations, *Educational Disadvantage, Educational Mobility, Elementary Education, Equal Education, Junior High Schools, *Mexicans, *Rural Youth, Socioeconomic Status

Identifiers—*Mexico

The relationship between social and economic classification, mobility, and continuance in school was examined in the municipalities of San Andres Cholula, San Gregorio Atzompa, and San Felipe Teotlalcingo (Mexico). The premise was that the school was not a mobilizing agent within the community, but rather served to stabilize existing social and economic relationships as youth were integrated into the national culture. Early adolescents' aspirations toward mobility and career choice, continuance in school past basic education, and enrollment in basic studies were correlated to socioeconomic classifications. Two rural families with children, adolescents, and adult members were interviewed regarding the school's role in their lives. Questionnaires were distributed to pupils from 14 "primarias" (grades 1-6) and 4 "secundarias" (grades 7-9); follow-up interviews were conducted in 2 of the 4 "secundarias". Teachers were interviewed concurrent with the distribution of the questionnaires. Interview and questionnaire data analysis identified clustering, trends, and response patterns. The school's role as set forth in the premise was sustained throughout the study. Within the three municipalities the school did not serve the school-age youth indiscriminate of social or economic categories; rather, it consistently provided more years of schooling to the youth of the already socially and economically advantaged groups. (NQ)

ED 121 547 RC 009 150

Trepper, Terry Steven

A Comparison of English and Spanish Verbal Facility of Mexican-American Children.

Pub Date 75

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingual Students, *Comparative Analysis, *English, Grade 1, Grade 4, Language Ability, Low Income Groups, *Mexican Americans, Primary Education, *Spanish, *Verbal Ability

Identifiers—California (East Los Angeles), *Language Dominance

Fifty poverty-level Mexican American bilingual children in first and fourth grade were tested for verbal facility in both English and Spanish to determine which language was dominant at the initial grade level and an advanced grade level. An East Los Angeles almost all of its students lived in the same Federal Housing project, thus ensuring low income status and reasonable homogeneity in terms of language and culture. Students were individually given the Peabody Picture Vocabulary Test in both English and Spanish by a bilingual member of the community who was not informed as to the purpose of the testing. Since some of the Spanish stimulus words were not meaningful for this particular region and dialect, bilingual educators from the community helped to substitute stimulus words for the less appropriate ones. If form A of the test were given in English, then form B was given in Spanish. This variable was counterbalanced as was the order of the language used. Results indicated there was no significant difference between verbal facility scores in English and Spanish at either the first or fourth grade level. This indicates that placement into bilingual programs without assessing language dominance may be a mistake. (Author/NQ)

ED 121 548 RC 009 151

Gomez, Roger W.

Statement by Roger W. Gomez, Legislative Assistant, LULAC National Education Service Centers, Accompanied by Helena A. Grady, Director of Research, LULAC National Education Service Centers before the Committee on Education and Labor, Select Subcommittee on Education on Reauthorization of the National Institute of Education, November 4, 1975.

League of United Latin American Citizens, Washington, D.C. National Education Service Centers.

Pub Date 4 Nov 75

Note—10p.; For related document, see RC 009 152-153

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agency Role, Bilingual Education, Educational Needs, Educational Research, *Federal Government, *Higher Education, *Interagency Cooperation, *Organizations (Groups), Research Needs, Resource Allocations, *Spanish Culture

Identifiers—League of United Latin American Citizens, *LULAC, LULAC National Education Service Centers, National Institute of Education, NIE

A non-profit, non-partisan educational organization, the League of United Latin American Citizens National Education Service Centers (L-NESEC) is engaged in the field of higher education, with primary emphasis on Hispanic Americans. One of L-NESEC's objectives is to make institutions of higher education, foundations, corporations, and Federal agencies more aware of the educational problems faced by Hispanic Americans, with intent to bring about an increased concentration of resources on the problems. However, due to the lack of research data available, it is difficult to remedy the serious educational problems confronting Hispanics. This void reflects the need for educational research efforts on Hispanics in the various organizational components of the National Institute of Education (NIE) in addition to its current research efforts. Therefore, it is indispensable that the Hispanic American community and its educational problems be understood by NIE. With a more positive relationship between Hispanics and NIE, there will be a more meaningful utilization of our mutual resources, a greater possibility for quality education through research, and the development of long and short range plans to complement and benefit one another. Therefore, L-NESEC firmly supports the concept of NIE to assist this country in providing equal educational opportunity by taking on a vigorous leadership with regard to conducting the overall research and development efforts in education. (NQ)

ED 121 549

RC 009 152

Salvatierra, Richard D.

Statement by Richard D. Salvatierra, Assistant National Director, LULAC National Education Service Centers, Accompanied by Mr. Roger W. Gomez, Legislative Assistant, LULAC National Education Service Centers before the Committee on Education and Labor, Subcommittee on Postsecondary Education, October 9, 1975.

League of United Latin American Citizens, Washington, D.C. National Education Service Centers.

Pub Date 9 Oct 75

Note—12p.; For related documents, see RC 009 151 and 153

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Agency Role, *Educational Legislation, *Educational Opportunities, Federal Government, Federal Legislation, Graduate Study, *Higher Education, Organizations (Groups), Resource Allocations, School Personnel, *Spanish Culture

Identifiers—Higher Education Act of 1965, *LULAC League of United Latin American Citizens, LULAC National Education Service Centers

In 1965 Congress passed the Higher Education Act which provided the Federal government a more significant role in determining the course of higher education. The LULAC's (League of United Latin American Citizens) National Education Service Centers (LNEC) firmly supports the extension of the Higher Education Act, as amended in 1972. LNEC particularly supports those aspects that have an impact upon Hispanic students and benefit the entire Hispanic community in gaining greater access to the opportunities provided by institutions of higher education. Therefore, LNEC strongly recommends that: (1) Title III be extended with a corresponding increase in authorization levels to expand the program and affect inflation; (2) the language in the new legislation insures that each minority group, including Hispanics, receives an adequate and fair share of the available monies to carry out their respective programs; (3) the authorization levels for Parts C and E of Title V which seeks to improve the present and long range needs of educational personnel be continued and expanded; (4) Title IX, Part B be extended and expanded beyond the present level of 7,500 fellowships; and (5) a U.S. Higher Education Council be established to assist Congress and the Office of Education in formulating plans and goals to effectively provide guidance and insight on the contemporary issues affecting higher education. (NQ)

ED 121 550

RC 009 153

Salvatierra, Richard D.

Statement by Richard D. Salvatierra, Assistant National Director, LULAC National Education Service Centers, Accompanied by Ms. Ada Pena, National Vice President, League of United Latin American Citizens; Mr. Roger W. Gomez, Legislative Assistant, LULAC National Education Service Centers before the Office of Federal Contract Compliance, U.S. Department of Labor, October 1, 1975.

League of United Latin American Citizens, Washington, D.C. National Education Service Centers.

Pub Date 1 Oct 75

Note—12p.; For related documents, see RC 009 151-152

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Affirmative Action, Agency Role, *Change Strategies, Educational Discrimination, Equal Education, Equal Opportunities (Jobs), *Government Role, *Higher Education, Institutional Role, Organizations (Groups), Program Improvement, *Spanish Culture

Identifiers—League of United Latin American Citizens, *LULAC, LULAC National Education Service Centers

Affirmative action was intended as the vehicle to bring about equal opportunities for minorities, including the Hispanics who had been for the most part effectively shut out from full participation in higher education. After more than a decade of affirmative action, there has been little noticeable improvement for the Hispanic in higher education, particularly at the faculty and professional levels. Data has revealed that little real improvement has occurred even with implementation of affirmative action. Much of the

failure has been attributed to the Federal government's lack of enforcement. In Mr. Salvatierra's testimony before the Office of Federal Contract Compliance, 11 recommendations which LULAC National Education Service Centers felt should be instituted to implement the effective continuation of affirmative action at the nation's colleges and universities were presented. Among these were: HEW should institute a thorough program to assist institutions of higher education in the areas of personnel, institutional and managerial planning in over-all affirmative action efforts; all Federal agencies involved with affirmative action should develop uniform guidelines for higher education with HEW supervising; and HEW should place greater emphasis on affirmative action in graduate schools to increase the availability of minorities including Hispanics for academic employment. (NQ)

ED 121 551

RC 009 154

Beale, Calvin L.

The Western Aspect of Renewed Nonmetropolitan Population Growth in the United States. Special Report for The Western Rural Development Center, Oregon State University, December 1975.

Western Rural Development Center, Corvallis, Oreg.

Pub Date Dec 75

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Census Figures, *Futures (of Society), *Migration Patterns, *Population Growth, Population Trends, *Rural Areas, Rural Urban Differences, Statistical Data

Identifiers—*United States (West), Urban to Rural Migration

U.S. Census data (1970-74) comparing population trends in the West were analyzed in reference to the recent urban to rural migration patterns exemplified by a total U.S. metropolitan population growth of 3.4 percent vs a non-metropolitan growth of 5.6 percent (1970-74). In the West it was found that: (1) population increased 6.9 percent with somewhat less than half that increase coming from in-movement; (2) rural areas had shifted from net out-movement in the 60's to substantial in-movement in the 70's, rural growth being highest in counties adjacent to metropolitan areas and counties having lower growth rates still demonstrating a growth of 9.2 percent, a rate double that of the U.S. average; (3) rural growth was occasioned by recreational and retirement communities, an increasing American Indian population, mining and manufacturing industry, and state institutions; (4) of the 65 counties with decreased populations, roughly half were in the Great Plains area; (5) the Los Angeles and San Francisco areas had lost 39,000 people, but other western metropolitan areas had had just as much immigration since 1970 as they had had in the 60's; (6) the rural migrant tended to be characterized as intermediate in terms of his area of origin and destination; (7) while rural migration may improve communities, it may also present environmental problems (water, pollution, land use), but the trend is such that it cannot be ignored. (JC)

ED 121 552

RC 009 157

Wellman, Trina

Louis Francis Sockalexis: The Life-Story of a Penobscot Indian.

Maine State Dept. of Indian Affairs, Augusta.

Pub Date 75

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alcoholism, *American Indians, *Baseball, *Biographies, Careers, *Culture Conflict, Drug Abuse, Instructional Materials, *Racial Recognition

Identifiers—*Penobscots, *Sockalexis (Francis Louis)

Detailing the rise and fall of Louis Sockalexis (1871-1913) who was the first American Indian to play in the major baseball leagues, this brief biography emphasizes Sockalexis's: (1) exceptional athletic ability; (2) culture conflict when, as a minority member, he entered main stream American life; (3) problems with alcohol and the ultimate demise of his baseball career; (4) return to his Penobscot people and the reservation in Maine (1901); (5) recovery from alcoholism and his reservation vocations (woodcutter, ferryman,

and coach); (6) death and modest burial; (7) ultimate recognition as a great American Indian and athlete. (JC)

ED 121 553

RC 009 159

Boucher, Stanley W., Ed. And Others

Mexican-American Mental Health Issues: Present Realities and Future Strategies.

Western Interstate Commission for Higher Education, Boulder, Colo. Mental Health Manpower Office.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—MH-10758

Pub Date 10 Jun 70

Note—87p.; Papers from a conference (Goleta, California June 10-12, 1970)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Change Strategies, Conference Reports, Definitions, *Discriminatory Attitudes (Social), Futures (of Society), *Health Services, *Mental Health, Mental Health Programs, *Mexican Americans, *Models, Racism, Socioeconomic Influences

Identifiers—*Chicanos

In June 1970, the Western Interstate Commission on Higher Education Conference on Mexican American Mental Health Issues was held at Goleta, California. Primary goal of the conference was to promote learning, not specific action, program funding, or legislation. Planned by Chicanos, the 3-day conference was aimed at bringing together Chicanos from all over the West who were concerned about mental health. Over 140 Chicanos from 9 western states attended. Some had formal degrees, some were "New Careerists", some were eminent writers, and some were citizens of the barrios. This report consists of eight papers presented at the conference. These are (1) "Institutional Deviance: The Mexican American Experience"; (2) "The Plight of Los Batos in El Barrio"; (3) "El Sentido de la 'Salud Mental' en Los Angeles Del Este" ("The Meaning of 'Mental Health' in East Los Angeles"); (4) "The Impact of Class Discrimination and Racism on the Mental Health of Mexican Americans"; (5) "The Impact of the Mental Health of Anglo Social Institutions upon the Mexican American"; (6) "Chicano Designs for New Model 'Mental Health' Services: I LUCHA (League of United Citizens to Help Addicts)"; (7) "Chicano Designs for New Model 'Mental Health' Services: II The San Antonio Proposal—A New Kind of Mental Health Center"; and (8) "New directions". (NQ)

ED 121 554

RC 009 160

Texas Migrant Labor. 1975 Annual Report.

Good Neighbor Commission of Texas, Austin.

Pub Date 75

Note—77p.; For related document, see ED 106 043

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Agricultural Laborers, *Annual Reports, Bilingual Education, Educational Programs, Employment Patterns, Foreign Workers, Health Programs, Housing, Illegal Immigrants, Legislation, Mexican Americans, *Migrant Workers, Migration, *Program Descriptions, *Socioeconomic Influences, State Agencies

Identifiers—Good Neighbor Commission, *Texas

The Good Neighbor Commission of Texas coordinates the work of the Federal, State, and local government toward the improvement of travel and living and working conditions of Texas migrant laborers and their families. Covering the full spectrum of migrant labor activity directly related to the improvement of the well-being of migrant and seasonal farmworkers, the 1975 annual report chronicles the facts, conditions, and circumstances which focus on the socioeconomic plight of migrant families on a yearly basis. Statistical information which can be useful for the development of programs in addressing the migrant's needs is included. A brief overview of the Texas migrant laborer is given. The report also discusses Texas agriculture and migrant labor, alien labor and immigration, and various selected agencies and programs. Current developments in education, housing, health, transportation, and labor unions are presented. A review of all the migrant legislation passed and rejected from the 54th legislative session to the present concerning migrant and seasonal farmworkers in the areas of health, education, housing, transportation, and welfare and social services is also presented. (NQ)

ED 121 555 RC 009 161
 McBurnette, Patrick E. Kunetka, James W.
 Mexican American Perceptions of Isolation in
 Desegregated School Settings.

Pub Date Apr 76
 Note—6p.; Paper presented at the Annual Meeting
 of the American Educational Research Association
 (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Anglo Americans, Educational Environment,
 *Mexican Americans, *Perception, School Integration,
 *Secondary School Students, *Student Alienation, Student Attitudes
 Identifiers—*Texas

The study measured Mexican American secondary students' perceptions of racial/ethnic isolation in their educational environment. Utilizing the input from a committee of five adult Mexican Americans and five adult Anglo Americans, a 25-item questionnaire was constructed. Each item consisted of a statement describing a condition that may or may not exist in the students' perceived educational environment. For each statement, students were to respond to two questions: "To what degree does this condition NOW exist in your school?" and "To what extent SHOULD this condition occur in your school?" Items measured three areas of alienation—social, academic, and extracurricular. Ninety-nine questionnaires were completed by Chicano and Anglo students in secondary schools in Houston, Lockhart, McAllen, San Antonio, and Waxahachie (Texas). Analyses included a ranking of items by computing the discrepancy between the SHOULD and NOW responses. Among the findings were: of the ten top-ranking items, all but one were social or academic in nature; items dealing with positive social interactions between Mexican American, Anglo, and Black students and teachers were top ranked; verbal harassment between Mexican Americans and Anglos was identified as the number one area of isolation; and the need for schools to offer formal courses in human relations skills was identified. (NQ)

ED 121 556 RC 009 163
 Grayburn, Laura And Others
 Sources of Information for Evaluating Rural
 Development: An Overview.

Southern Rural Development Center, State College, Miss.; Texas A and M Univ., College Station, Texas Agricultural Experiment Station.
 Pub Date Feb 76

Note—9p.; Paper presented at the Rural Sociology Section of the SAAS Meetings (Mobile, Alabama, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Bibliographies, Data Bases, *Evaluation, Guides, *Information Sources, *Information Systems, Library Materials, Reference Materials, *Research, *Rural Development

Designed to help rural development evaluators and other social scientists use their bibliographic search time more efficiently, this information guide presents the following: (1) detailed information on computerized information retrieval systems, including name, location, subject matter, turnaround time, cost, availability, and utility (Smithsonian Science Information Exchange—SSIE; Educational Resources Information Center—ERIC; Current Research Information System—CRIS; Cataloging and Indexing System of the National Agricultural Library—CAIN); (2) library sources (the Automated Information Retrieval Service and useful standard library search methods—the card catalogue under "evaluation", "action research", and "programs" and the following journal abstracts, readers' indexes, and journals: Sociological Abstracts; Dissertation Abstracts; Current Index to Journals in Education—CIEJ; Development of Society; Evaluation; Human Organization; Journal of the Community; Journal of Extension; Social Issues; Sociological Methods and Research; Social Work; Theory and Practice; Transaction; Welfare in Review); (3) a selected bibliography with two citations for books, journal issues, and newsletters which either deal specifically with rural development evaluative research and/or offer extensive bibliographies. (JC)

ED 121 557 RC 009 164
 Wetherill, G. Richard Buttram, Joan L.
 Alternative Modes of Evaluation and Their Application to Rural Development.

Southern Rural Development Center, State College, Miss.; Texas A and M Univ., College Station, Texas Agricultural Experiment Station.
 Pub Date Feb 76

Note—14p.; Paper presented at the Rural Sociology Section of the SAAS Meetings (Mobile, Alabama, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Comparative Analysis, Concept Formation, Data Analysis, Data Collection, Decision Making, *Evaluation, Evaluation Criteria, Formative Evaluation, Information Dissemination, Literature Reviews, *Models, Program Descriptions, *Research Methodology, *Rural Development, Summative Evaluation, *Synthesis, Tables (Data)

Identifiers—*Basic Phase Concept

In order to "cut through the jargon of the multifaceted field of evaluative research", 21 evaluation models representing a range of possibilities were identified (via literature review) and compared in terms of purpose and five basic phases applicable to rural development. Evaluation was defined as "the systematic examination of a program in operation for the purpose of improvement", and rural development was identified as encompassing programs directed at reducing rural/urban disparities via planned change. Attempting to utilize a common framework or sequence of phases, each model was compared via the following base phases: (1) Program Descriptions (description of goals, objectives, operation, environment, etc.); (2) Criteria Formulation (critical program areas identified and performance standards established); (3) Evidence Gathering (data collected for each of the specified evaluative criteria, instruments constructed, and appropriate statistical analyses made); (4) Judgment Making (judgment of criteria against data to determine program performance as minimum, expected, or exceptional); (5) Dissemination (summative and formative evaluations utilized by program operators and/or others). The implications for rural development were identified in terms of facilitating program change, improvement, monitoring, and/or justification. (JC)

ED 121 558 RC 009 165
 Ladewig, Howard
 The Concept and Philosophy of Evaluation in
 Rural Development.

Southern Rural Development Center, State College, Miss.; Texas A and M Univ., College Station, Texas Agricultural Experiment Station.
 Pub Date Feb 76

Note—11p.; Paper presented at the Rural Sociology Section of the SAAS Meetings (Mobile, Alabama, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Administrative Personnel, Concept Formation, *Coordination, *Evaluation Methods, Objectives, Philosophy, Program Design, Research Design, *Researchers, *Rural Development, Synthesis

Starting from the premise that administrators, program personnel, and social scientists are equally responsible for the conduct of evaluation, this paper addresses the legitimate role of evaluation research via discussion of: (1) the environment in which evaluation takes place; (2) types of evaluation designs; and (3) selection of an evaluation design for social action programs in rural development. Discussion of evaluation environment centers on the risks involved in evaluation research due to the current chasm between the administrator's desires and the researcher's requirements re: evaluation design. Types of evaluation presented are: (1) Field Experiment (determines the validity of a particular approach as a means of achieving a desired change or objective and/or instituting a workable program); (2) Systems Models (emphasis on increasing program effectiveness, rather than on success or failure); (3) Systems Output (Program impact, program strategy, project, and project rating evaluations); (4) Systems Input (context, input, process, and product evaluations). Selection of a legitimate rural development evaluation design is described as necessitating formulation of: specific goals; precise activities which match the goals; and standards against which the program can be compared, paying particular attention to meshing the needs and requirements of administrators and evaluators. (JC)

ED 121 559 RC 009 166

Burcham, Mildred, Ed.
 Pacesetter for Small Schools. Report of a Summer
 Institute (Willamette University, Salem, Oregon,
 June 16-20, 1975).

Baker Intermediate Education District, Oreg.; Oregon State Board of Education, Salem, Oregon Small Schools Program.
 Pub Date 16 Jun 75

Note—146p.; For related document, see ED 104 621

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Career Education, Decision Making, *Educational Alternatives, Guides, Language Arts, Laws, Learning Laboratories, Legislation, *Reading Programs, *Small Schools, Special Education, *Speeches, *Summer Institutes, Vocational Education
 Identifiers—*Oregon

Presented in condensed form, this document represents the general and concurrent session presentations offered to 191 participants attending the 1975 Tenth Annual Small Schools Summer Institute held in Oregon. Identified as major speakers and resource people in attendance at the Institute are: representatives from nationally validated Title III projects, exemplary programs in Oregon, Oregon College of Education, and the State Department of Education. Major presentations include: "Message from Superintendent Verne A. Duncan"; "Pacesetter for Small Schools"; "Legal Survival Skills for Educators"; "Preventing Reading Failure"; "Developments in Special Education in Oregon"; and "Constructive Rebellion". Among the concurrent presentations recorded here are speeches dealing with: law; teaching language arts; early childhood education guidelines and programs; new graduation requirements; minimum standards; budgeting and accounting; department of education guides; the metric system; 1975 legislation; school faculties and the decision making process; special vocational programs for small schools; career and community awareness; learning centers; aids for teachers of the handicapped; resources for learning disabled children; value clarification; alphabonics; gaining support for innovative ideas; a communications curriculum; and model career education reports. (JC)

ED 121 560 RC 009 171
 Report of the Nebraska Indian Commission --
 Fiscal Year 1971-1972. Annual Report.
 Nebraska Indian Commission, Lincoln.
 Pub Date 30 Jun 72
 Note—17p.; For related documents, see RC 009 172-174

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Activities, *American Indians, *Annual Reports, Economic Development, Employment, Housing, *Interagency Cooperation, Legal Aid Projects, Medical Services, Nonreservation American Indians, *Objectives, Organizational Communication, *Research Projects, Reservations (Indian)

Identifiers—*Nebraska Indian Commission

Emphasizing the unity of the Nebraska American Indians and their increasing involvement in their own affairs, this first (1971-72) annual report of the Nebraska Indian Commission presents the following: (1) names and tribal affiliations of the Commission's members; (2) "Letter of Transmittal" to the Governor of Nebraska from the Commission's Executive Director; (3) an official description of the Commission's function (the official liaison between 14,000 Indians located on three reservations and off the reservations in rural and urban areas and the State Government, the Legislative body, and other elected officials); (4) division achievements (a month by month chronology of events); (5) the Commission's activities (participative cooperation and communication with: all local, on- and off-reservation, statewide, and national Indian organizations; urban Indian organizations; other State Indian Commissions; Tribal Councils in identification of reservation needs and data compilation; off-reservation Indians in identification of priority problems; State and Federal agencies; the Governor and the Legislature); (6) the Commission's research and achievements described in terms of objectives and results (housing; education and training; welfare; medical-dental care; employment; economic development; and legal services). (JC)

ED 121 561 RC 009 172
Report of the Nebraska Indian Commission -- July - December 1972.

Nebraska Indian Commission, Lincoln.

Pub Date Dec 72

Note—19p.; For related documents, see RC 009 171 and 173-174

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indians, *Annual Reports, Economic Development, Educational Improvement, Employment, Housing, Interagency Cooperation, Legal Aid Projects, Medical Services, Needs Assessment, Nonreservation American Indians, *Objectives, *Population Distribution, *Research Projects, Reservations (Indian), Rural Areas, Self Actualization, Urban Areas, Welfare

Identifiers—*Nebraska Indian Commission

Emphasizing the improving status of the Nebraska American Indian, this second report (July-December 1972) of the Nebraska Indian Commission presents the following: (1) Commission Membership; (2) Record of Events (a chronological list of meetings, etc.); (3) The Nebraska Indian Commission's Objectives, Research, and Achievements (emphasis on interagency coordination/cooperation/communication); (4) Activities (emphasis on the liaison role of the Commission); (5) Research Projects Identified by Objectives and Results in Housing, Education and Training, Welfare, Medical-Dental Care, Employment, Economic Development, and Legal Services (among the results reported are: need for more housing on all reservations; numerous educational programs now operative on all three reservations; Public Health Services available to reservation Indians but limited medical-dental services available to non-reservation Indians; lack of employment opportunities correlated with inadequate training, poor economic development, and outright discrimination); (6) A Comprehensive Review of the American Indian in Nebraska (a study revealing: there are 14,451 Nebraska Indians located primarily on reservations; the greatest unmet needs are among Indians in the rural northern and western areas of the State; the priority needs are self-determination, employment, and education). (JC)

ED 121 562 RC 009 173
Report of the Nebraska Indian Commission -- January Through June 1973.

Nebraska Indian Commission, Lincoln.

Pub Date 29 Jun 73

Note—44p.; For related documents, see RC 009 171-172 and 174

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*American Indians, *Annual Reports, Economic Development, Educational Improvement, Employment, History, Housing, Interagency Cooperation, Legal Aid Projects, Medical Services, Needs Assessment, Nonreservation American Indians, *Population Distribution, *Research Projects, *Reservations (Indian), Statistical Data, Transportation

Identifiers—*Nebraska Indian Commission, Omaha Indian Reservation, Santee Sioux Reservation, Winnebago Indian Reservation

Emphasizing recent recognition of the Nebraska Indian Commission's role as a State level voice capable of articulating Nebraska American Indian priority needs via appropriate legislation and/or proper agency communication, this third report by the Nebraska Indian Commission (January-June 1973) focuses on individual reports relative to the Omaha Indian Reservation, Santee Sioux Reservation, and Winnebago Indian Reservation. Each reservation is discussed in terms of its: history; population; income; tribal programs; economic activities and potential; health; welfare; education; and transportation (statistics are provided when relevant). Additionally, this report presents the following: (1) A comprehensive Review of the American Indian in Nebraska (a 1971 study revealing: there are 14,451 Nebraska Indians located primarily on the three reservations; the greatest unmet needs are among Indians in the rural northern and western areas of the State; the priority needs of Indians are self-determination, employment, and education); (2) Commission Membership; (3) Record of Events; (4) Research Projects (identified by objectives and results in the areas of: housing; education and training; welfare; medical-dental care; employment; economic development; and legal services). (JC)

ED 121 563 RC 009 174
Report of the Nebraska Indian Commission -- June 30, 1973 Through June 30, 1974.

Nebraska Indian Commission, Lincoln.

Pub Date 30 Jun 74

Note—46p.; For related documents, see RC 009 171-173

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*American Indians, *Annual Reports, Economic Development, Educational Improvement, Employment, History, Housing, Interagency Cooperation, Legal Aid Projects, Medical Services, Needs Assessment, Nonreservation American Indians, *Population Distribution, *Research Projects, *Reservations (Indian), Statistical Data, Transportation

Identifiers—*Nebraska Indian Commission, Omaha Indian Reservation, Santee Sioux Reservation, Winnebago Indian Reservation

Emphasizing its permanency as a State Agency, this 1973-74 annual report by the Nebraska Indian Commission presents the following: (1) Commission Membership; (2) Nebraska Indian Commission Committees (local, county, state, Federal, foundation, church-funded programs; legislative; education; health and welfare; legal services); (3) A Comprehensive Review of the American Indian in Nebraska (a 1971 study); (4) Individual Reports on the Omaha Indian Reservation; Santee Sioux Reservation; and Winnebago Indian Reservation (each reservation is discussed in terms of its legal history; population; income; tribal programs; economic activities and potential; health; welfare; education; transportation; etc. and statistics relative to the early 70's are provided when appropriate); (5) Activities of the Indian Commission and the Office of the State Indian Commission (chronological documentation of meetings and events); (6) The Work and Accomplishments of the Nebraska Indian Commission (emphasis on the 1973 legislation which provide funds for an administrative assistant to the Director); (7) Research Projects (identified by objectives and results in the areas of: housing; education and training; welfare; medical-dental care; employment; economic development; and legal services). (JC)

SE

ED 121 564 SE 018 424
Employment of Life Scientists Up in 1974--Accounts for Nearly All Growth of Scientists and Engineers in Doctorate-Granting Institutions.

Science Resources Studies Highlights, October 1, 1974.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-74-315

Pub Date 1 Oct 74

Note—4p.; Contains type too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Employment, *Engineers, Females, Manpower Needs, Manpower Utilization, National Surveys, *Scientists, *Surveys

Reported are data regarding employment of scientists and engineers at doctorate-granting institutions. Employment of scientists and engineers in January 1974, was up 3 percent. Almost all of the increase was due to the increase in the number of life scientists. The greatest declines were in the number of psychologists and engineers. Women accounted for 14 percent of the total full-time scientists and engineers. (Author/RH)

ED 121 565 SE 019 332

Bennett, Dean B. Willink, Wesley H.

Environmental Education Teacher's Guide, Senior High School. A Core Experience Study of the Maine Land Use Challenge.

Maine Environmental Education Project, Yarmouth.; Maine Univ., Portland-Gorham. Center for Research and Advanced Study.

Pub Date 74

Note—148p.; For related documents, see SE 019 333-335

Available from—Maine Environmental Education Project, Intermediate School, Yarmouth, Maine 04096 (free)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Decision Making, Environment, *Environmental Education, Films, *Instructional Materials, *Land Use, Planning, *Secondary Grades, *Teaching Guides, Values

Identifiers—*Maine

This Environmental Education Teacher's Guide is designed for use with the Maine Land-Use Challenge, a mini-course designed for use in the secondary schools. The mini-course itself grew out of a day-long land-use conference in 1971, sponsored by the Allagash Institute, in the coastal town of Phippsburg, Maine. The conference was filmed and edited against the background of the Phippsburg peninsula, into a 30-minute sound and color film, MAINELAND, which serves as the basis for this unit of study. The major goal of this mini-course is to help students acquire an understanding of the need for land-use planning and to help them acquire the motivation and ability to participate in sound land-use decision making. The guide is divided into six parts: Land-Use Values Clarification; The History of Land-Use; A Community Land-Use Case Study (slide presentation); Simulation of a Community Land-Use Issue; Follow-up Considerations; and Selected Bibliography. The Appendices include: pre- and post-tests, MAINELAND film outline, a community attitude survey, and charts. (BT)

ED 121 566 88 SE 019 333

Bennett, Dean B. Willink, Wesley H.

Environmental Education Teacher's Guide, Junior High School. A Core Experience Study of the Natural Environment.

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—75p.; For related documents, see SE 019 332-335

Available from—Maine Environmental Education Project, Intermediate School, Yarmouth, Maine 04096 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Curriculum Guides, *Environment, *Environmental Education, Field Trips, Junior High Schools, Learning Activities, *Secondary Education, Skill Development, *Teaching Guides, *Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This Environmental Education Teacher's Guide, developed for use in the junior high school, is designed to familiarize teachers with how an environmental education program can help in their teaching and in achieving the goals of the school. The suggested core activities in this guide are designed to be a motivating way of introducing junior high school students to a practical understanding of the natural environment. The activities focus on those factors important in evaluating the stability of natural ecosystems and thereby identify areas sensitive to human development. The practicality of the unit is enhanced by the application of stability concepts in the content of a watershed. The activities have been devised to develop specific understandings, feelings and skills. Basic concepts, attitudes, objectives and skills are identified and a pre-post test is included to help the teacher assess educational outcomes. (BT)

ED 121 567 88 SE 019 334

Bennett, Dean B. Willink, Wesley H.

Environmental Education Teacher's Guide, Junior High School. A Core Experience Study of the Human Environment.

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—64p.; For related documents, see SE 019 332-335

Available from—Maine Environmental Education Project, Intermediate School, Yarmouth, Maine 04096 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Audiovisual Aids, Curriculum Guides, Environment, *Environmental Education, Junior High Schools, *Land Use, *Learning Activities, *Secondary Education, Skill Development, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This Environmental Education Teacher's Guide, developed for use in the junior high school, is designed to familiarize teachers with how an environmental education program can help in their teaching and in achieving the goals of the school. The suggested core activities in this guide are designed to be a motivating way of introducing junior high school students to a practical understanding of the human environment. The activities focus on those factors important in evaluating the compatibility of land uses with each other and with the natural environment. The practicality of the unit is enhanced by the application of facts and concepts to a developed river corridor. The activities have been devised to develop specific understandings, feelings, and skills. Basic concepts, attitudes, objectives, and skills are identified and a pre-post test is included to help the teacher assess educational outcomes. (BT)

ED 121 568 88 SE 019 335
Bennett, Dean B. Willink, Wesley H.

Environmental Education Teacher's Guide: Composite K-6.

Maine Environmental Education Project, Yarmouth.

Spans Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—210p.; For related documents, see SE 019 332-334; Occasional Marginal Legibility

Available from—Maine Environmental Education Project, Intermediate School, Yarmouth, Maine 04096 (free)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Concept Formation, *Curriculum Guides, *Elementary Grades, Environment, *Environmental Education, Field Trips, Instructional Materials, *Learning Activities, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This Environmental Education Teacher's Guide, developed for use at the K-6 level, is designed to familiarize teachers with how an environmental education program can help in their teaching and in achieving the goals of the school. This program focuses on developing attitudes towards study environments and associated environmental problems. The study environments have been selected to provide a means of expanding the scope and complexity of understandings. At the kindergarten/grade one level, the school environment is emphasized; grades two and three, the neighborhood; grades four and five, the community; and grade six, the region. The guide is divided into three sections. Section I, The Big Ideas, contains major concepts and attitudes, teaching roles and student skills, process teaching examples, and general concept emphasis. Section II, Examples of Activities and Pre-Post Tests, contains core experiences, concepts, and pre- and post-tests for kindergarten through grade six. Section III, Other Useful Information, includes information on planning and conducting field trips, environmental evaluation and identification of improvement opportunities, evaluation of the Man-Made Environment and environmental problem-solving and improvement activities. (BT)

ED 121 569 SE 019 336,
Energy Materials.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date [74]

Note—127p.; Pages 117-128 of the original document, entitled "Public Interest Report—Solutions to the ENERGY CRISIS," are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Bibliographies, Conservation Education, *Elementary Secondary Education, *Energy, Energy Conservation, *Environmental Education, *Instructional Materials, Learning Activities, *Resource Materials

These resource materials, developed for use by teachers in the elementary and secondary schools, are designed to provide the teacher with a bibliography, questions and answers, and suggested classroom activities all relating to the energy problem. The materials are designed to develop a conservation ethic and greater understanding of our energy problem. The publication is divided into three parts. Part I, Energy in

the Natural Environment, consists of a representative bibliography of sources concerning energy. Included are a subject index, an alphabetical listing of books and periodicals by title, a listing of audiovisual materials, and the addresses of the publishers of the bibliographical entries. Part II, Energy in the Social Environment: A Guide to Resource Material, contains instructional materials designed to assist classroom teachers in developing and enriching an energy awareness unit or lesson. Part III, Possible Classroom Activities, contains an elementary, intermediate, and secondary unit on energy. Additional resources include an energy simulation game, the Iowa Geological Survey Materials, and a listing of environmentally related organizations and their addresses. A glossary of terms concludes this publication. (BT)

ED 121 570 SE 019 775
O'Hearn, George T.

Oikos, The Environment and Education. Fastback 52.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—54p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50; money must accompany all orders for less than \$5.00 or add \$1.00 for handling)

Document Not Available from EDRS

Descriptors—*Ecology, *Educational Change, Educational Improvement, Energy, Environment, *Environmental Education, *Life Style, Natural Resources, Relevance (Education), *Values

Designed for individuals in the educational process, this publication concerns the quality of human life. Major environmental problems are discussed, handling of these issues will determine our future direction. Man's belief that freedom places him separate from the environment causes drastic changes, upsetting the ecosystem balance. Wise environmental management and constructing man-made environments to accommodate dependency on nature is necessary. The concept of limitation is often overlooked because of a belief in continuous resource abundance. Examining resource depletion and overpopulation can be related to individual life, local environment(s), and earth's systems. In nature everything recycles, but man's interventions change recycling processes, periods, and energy needs. Man is intertwined and dependent on life forms and earth's resources. Interdependence implies stability; stability is maintained through diversity. Energy is the driving force. Man's intervention in natural processes for environmental control caused an energy crisis. Changes in life-style, i.e., babies, leisure, work ethic, social concerns, and educational purposes, indicate redefinition of quality of life. The basic ingredients for an informed citizenry exist in our educational system. Reawakening of values and motives for positive action is needed to initiate change leading to improved environmental quality. (BP)

ED 121 571 SE 020 011
Bueth, Chris

The Status of Indiana Teachers' Environmental Knowledge and Attitudes.

Indiana State Univ., Terre Haute. School of Education.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational Assessment, *Educational Research, *Environmental Education, School Surveys, *State Surveys, Teacher Attitudes, Teacher Characteristics, *Teacher Evaluation, Teaching Skills

Identifiers—*Indiana, Research Reports

This study analyzed Indiana teachers' knowledge and attitudes about environmental problems and their solutions. A total of 67 elementary and secondary teachers from urban and rural schools were surveyed. The measurement techniques included a list of 70 environmental terms, 25 multiple-choice statements on concepts, and semantic judgments of 12 environmental expressions. With the exception of science teachers, the study revealed that Indiana teachers possess inadequate environmental knowledge and awareness. This study suggests that statewide teacher training in environmental concepts and issues should be implemented to insure effective dissemination of environmental concepts and attitudes to students. (MR)

semination of environmental concepts and attitudes to students. (MR)

ED 121 572 SE 020 273
Engineering in the Service of Society: New Educational Programs. IEEE Workshop Record.

University of Kentucky, Lexington, August 26-27, 1974.

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.; Kentucky Univ., Lexington. Coll. of Engineering.

Report No.—74-CH0946-7-CSIT

Pub Date 75

Note—123p.; For the separate edition of the Keynote Address, see SE 020 274

Available from—Single Publication Sales Department, IEEE, 445 Hoes Lane, Piscataway, New Jersey 08854 (\$7.50 members; \$10.00 non-members)

Document Not Available from EDRS

Descriptors—College Science, Conference Reports, *Curriculum Development, *Engineering Education, Higher Education, Instruction, *Instructional Programs, *Program Descriptions, Public Relations, *Social Relations

Twenty-seven papers related to the themes of making engineering education more responsive to societal needs and integrating social implications into curriculum which were read and/or submitted at the workshop appear in the text. In addition, the results of five workshops sessions are reported. Summaries and recommendations are made in the areas of: (1) Gaining acceptance of technology and societal changes in an engineering curriculum, (2) How to interact with public policy decision makers, (3) Technology and society courses for non-engineers, and (5) Engineering education for societal interaction. (Editor/CP)

ED 121 573 SE 020 274
Truxal, John G.

Educational Challenges for Engineering. Keynote Address, Engineering in the Service of Society: New Educational Programs. IEEE Workshop Record (University of Kentucky, Lexington, August 26-27, 1974).

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.; Kentucky Univ., Lexington. Coll. of Engineering.

Report No.—74-CH0946-7-CSIT-Suppl

Pub Date 75

Note—4p.; For the entire workshop record, see SE 020 273

Available from—Single Publication Sales Department, IEEE, 445 Hoes Lane, Piscataway, New Jersey 08854 (no price quoted)

Document Not Available from EDRS

Descriptors—College Science, Curriculum Development, *Engineering Education, Higher Education, *Program Descriptions, *Science Education, *Scientific Literacy, *Technology

Cited are the educational challenges of undergraduate, graduate, and professional engineering programs; the main emphasis is on the challenge to provide engineering education for non-engineering students at both the undergraduate and adult levels. The need for such a program stems from a conviction that no citizen can be considered educated in today's "age of technology" without at least minimal literacy in the sciences and applied sciences. A program for technological literacy at the State University of New York at Stony Brook is described. At Stony Brook, a series of courses specifically for non-engineering majors has been developed. An attempt to develop materials to foster technological literacy in secondary schools is also described. (CP)

ED 121 574 SE 020 319
Meriam, J. L.

Using SI Units in Mechanics.

Pub Date Jun 75

Note—25p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Engineering Education, Instruction, *Mechanics (Physics), *Metric System, Science Education, Science History
Identifiers—*International System of Units, Measurement Systems, SI

This paper provides an historical account of the development of the International System of Units (SI), a complete listing of these units, and rules concerning their use and proper abbreviation. Ambiguities concerning the use of the

system are explained. Appendices contain conversion factors for U.S. - British to SI units along with several mechanics problems showing the correct use of SI units. (CP)

ED 121 575 SE 020 323

Hargens, C. W. Schutz, Victor K.

Condominium Design: Good and Bad Noise Control.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Acoustic Insulation, *Architecture, *Building Design, Ceilings, Construction (Process), *Engineering Education, Instructional Materials

Identifiers—*Condominiums, Noise

This paper discusses pitfalls in condominium design and the incorporation of related noise control problems into classroom situations. Two case studies are provided, and a list of architectural noise problems found in many condominiums is included. (CP)

ED 121 576 SE 020 327

Devens, W. George

Who Are We, How Did We Get Here, and Where Are We Going?

Pub Date Jun 75

Note—6p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Architects, Architecture, *Design, *Engineering Drawing, *Engineering Education, *Engineering Graphics, Engineers, History

Identifiers—*American Society for Engineering Education, ASEE

This paper presents a chronicle of the Division of Engineering Design Graphics of the American Society for Engineering Education from 1920 through 1976. (CP)

ED 121 577 SE 020 353

Starring, Ellsworth A.

Modularized Elementary Science for Preservice Elementary Teachers. Second Edition.

Rhode Island Coll., Providence.

Pub Date 75

Note—103p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Behavioral Objectives, Elementary Education, *Elementary School Science, Individualized Instruction, *Performance Based Teacher Education, *Preservice Education, Science Education, *Teacher Education

The purpose of this book is to help the preservice education student develop into a competent teacher of science at the elementary school level by experiencing a performance-based approach to teacher education. The book places emphasis on illustrating how performance objectives can play an important role in elementary science education as well as education at the college and university level. An overview of the nature of the course is presented. Modules, showing prerequisite knowledge or experiences, preparticipation assessment, objectives, learning activities, and postassessment, are presented. A management system is outlined. The appendix includes a list of objectives for the Performance-Based Education Course and a list of references. (Author/EB)

ED 121 578 SE 020 448

Fuller, Robert G., Ed. And Others

Study Modules for Calculus-Based General Physics. [Includes Modules 1 and 2: Dimensions and Vector Addition; Rectilinear Motion; plus a Trigonometry and Calculus Review].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—83p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lin-

coln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, *Instructional Materials, Motion, *Physics, *Programed Instruction, Science Education, Trigonometry, Undergraduate Study

Identifiers—Keller Plan, *Personalized System of Instruction, PSI, Vectors
This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 1—Dimensions and Vector Addition and Module 2—Rectilinear Motion, plus a trigonometry and calculus review. (CP)

ED 121 579 SE 020 449

Fuller, Robert G., Ed. And Others

Study Modules for Calculus-Based General Physics. [Includes Modules 3-5: Planar Motion; Newton's Laws; and Vector Multiplication].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—82p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 450-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, Mechanics (Physics), Motion, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Keller Plan, *Personalized System of Instruction, PSI, Vectors

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 3—Planar Motion, Module 4—Newton's Laws, and Module 5—Vector Multiplication. (CP)

ED 121 580 SE 020 450

Fuller, Robert G., Ed. And Others

Study Modules for Calculus-Based General Physics. [Includes Modules 6 and 7: Work and Energy; Applications of Newton's Laws].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—75p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Energy, *Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, Mechanics (Physics), Motion, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Keller Plan, Newton's Laws, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000

pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 6—Work and Energy and Module 7—Applications of Newton's Laws. (CP)

ED 121 581 SE 020 451

Fuller, Robert G., Ed. And Others

Study Modules for Calculus-Based General Physics. [Includes Modules 8-10: Conservation of Energy; Impulse and Momentum; and Rotational Motion].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—75p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Energy, Higher Education, Individualized Curriculum, Individualized Instruction, *Instructional Materials, Mechanics (Physics), Motion, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Keller Plan, Momentum, *Personalized System of Instruction, PSI, Rotational Motion

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 8—Conservation of Energy, Module 9—Impulse and Momentum, and Module 10—Rotational Motion. (CP)

ED 121 582 SE 020 452

Fuller, Robert G., Ed. And Others

Study Modules for Calculus-Based General Physics. [Includes Modules 11-14: Collisions; Equilibrium of Rigid Bodies; Rotational Dynamics; and Fluid Mechanics].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—90p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, *Instructional Materials, Mechanics (Physics), Motion, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Fluid Mechanics, Keller Plan, *Personalized System of Instruction, PSI, Rotational Motion

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 11—Collisions, Module 12—Equilibrium of Rigid Bodies, Module 13—Rotational Dynamics, and 14—Fluid Mechanics. (CP)

ED 121 583

SE 020 453

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 15-17: Gravitation; Simple Harmonic Motion; and Traveling Waves; plus a Partial Derivatives Review].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—85p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, *Instructional Materials, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Gravity, Keller Plan, *Personalized System of Instruction, PSI, Simple Harmonic Motion

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 15—Gravitation, Module 16—Simple Harmonic Motion, Module 17—Traveling Waves, plus a Partial Derivatives Review. (CP)

ED 121 584

SE 020 454

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 18-20: Sound; Temperature, Heat, and Thermodynamics: First Law; and Kinetic Theory of Gases].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—92p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Acoustics, *Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, *Instructional Materials, Kinetic Molecular Theory, *Physics, *Programed Instruction, Science Education, Thermodynamics, Undergraduate Study

Identifiers—Keller Plan, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 18—Sound; Module 19—Temperature, Heat, and Thermodynamics: First Law; and Module 20—Kinetic Theory of Gases. (CP)

ED 121 585

SE 020 455

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 21-23: Second Law and Entropy; Coulomb's Law and the Electric Field; and Flux and Gauss' Law].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—86p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Electricity, Higher Education, Individualized Curriculum, Individualized Instruction, *Instructional Materials, *Physics, *Programed Instruction, Science Education, Thermodynamics, Undergraduate Study

Identifiers—Coulombs Law, Gauss Law, Keller Plan, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 21—Second Law and Entropy, Module 22—Coulomb's Law and the electric Field, and Module 23—Flux and Gauss' Law. (CP)

ED 121 586

SE 020 456

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 24-26: Electric Potential; Ohm's Law; and Capacitors].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—82p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Electricity, Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, *Physics, *Programed Instruction, Science Education, *Undergraduate Study

Identifiers—Capacitance (Electricity), Keller Plan, Ohms Law, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 24—Electric Potential, Module 25—Ohm's Law, and Module 26—Capacitors. (CP)

ED 121 587

SE 020 457

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 27-30: Direct-Current Circuits; Magnetic Forces; Ampere's Law; and Faraday's Law].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—85p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Electricity, Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, Magnets, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Ampere's Law, Faradays Law, Keller Plan, Magnetism, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 27—Direct-Current Circuits, Module 28—Magnetic Forces, Module 29—Ampere's Law, and Module 30—Faraday's Law. (CP)

ED 121 588

SE 020 458

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 31-34: Inductance; Wave Properties of Light; Interference; and Introduction to Quantum Physics].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—83p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Electricity, Higher Education, Individualized Curriculum, Instructional Materials, Light, Optics, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Keller Plan, *Personalized System of Instruction, PSI

This is Part of a series of 41 Calculus Based Physics (CBP) modules totaling about 1,000 Pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized courses in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 31—Inductance, Module 32—Wave Properties of Light, Module 33—Interference, and Module 34—Introduction to Quantum Physics. (CP)

ED 121 589

SE 020 459

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 35-37: Reflection and Refraction; Electric Fields and Potentials from Continuous Charge Distributions; and Maxwell's Predictions].
 Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—77p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, Optics, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Keller Plan, Maxwells Equations, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 35—Reflection and Refraction, Module 36—Electric Fields and Potentials from Continuous Charge Distributions, and Module 37—Maxwell's Predictions. (CP)

ED 121 590 SE 020 460

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 38-40: Optical Instruments; Diffraction; and Alternating Current Circuits].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—75p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-461.

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Electricity, Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, Optics, *Physics, *Programed Instruction, Science Education, Undergraduate Study

Identifiers—Keller Plan, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 38—Optical Instruments, Module 39—Diffraction, and Module 40—Alternating Current Circuits. (CP)

ED 121 591 SE 020 461

Fuller, Robert G., Ed. *And Others*
Study Modules for Calculus-Based General Physics. [Includes Modules 41 and 42: Lenses and Mirrors; Relativity; and Appendix].

Nebraska Univ., Lincoln.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—63p.; Prepared at a College Faculty Workshop (University of Colorado, Boulder, June 23-July 11, 1975); Directions for the CBP modules are found in SE 020 448; Related documents are SE 020 449-460.

Available from—University of Nebraska, CBP Workshop, Behlen Laboratory of Physics, Lincoln, Nebraska 68588 (entire set of 42 modules, \$15.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Calculus, College Science, *Course Descriptions, Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Materials, Optics, *Physics, *Programed Instruction, Relativity, Science Education, Undergraduate Study

Identifiers—Keller Plan, *Personalized System of Instruction, PSI

This is part of a series of 42 Calculus Based Physics (CBP) modules totaling about 1,000 pages. The modules include study guides, practice tests, and mastery tests for a full-year individualized course in calculus-based physics based on the Personalized System of Instruction (PSI). The units are not intended to be used without outside materials; references to specific sections in four elementary physics textbooks appear in the modules. Specific modules included in this document are: Module 41—Lenses and Mirrors, Module 42—Relativity, and an Appendix. (CP)

ED 121 592 95 SE 020 479

Green Box. [A Kit of Environmental Awareness Activities to be Conducted on Field Trips].

Humboldt County Schools, Eureka, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—685p.; Kit of colorful 5 x 8 activity cards and booklets

Available from—Humboldt County Schools, Office of Environmental Education, Sixth and H Streets, Eureka, California 95501 (\$35.00; Sample Kit - \$3.00)

Document Not Available from EDRS

Descriptors—Curriculum Development, Elementary Education, *Elementary School Science, *Environmental Education, *Humanistic Education, *Program Descriptions, Science Activities, Science Education, *Science Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This elementary school science unit approaches environmental education from a humanistic point of view. The stated goals of the program are to establish: "(1) a sensitive use of the environment, (2) a sense of environmental responsibility, and (3) a respect for life." The program format is a series of cards and booklets for student and teacher use. Classroom activities appear on cards: 96 DO cards list information concerning student directed investigations; 25 THINK cards provide topics intended to foster students' knowledge into an awareness of the interdependence, the use, the change, and the adaptation of the environment; and 250 SHOW cards suggest methods by which students communicate what they have learned. Also included in the unit are booklets on geographic areas in which environmental activities can be observed. A total of 15 outdoor problem solving activities and 15 lengthy outdoor investigations, along with a bibliography of additional sources of environmental education activities, complete this "curriculum in a box." (CP)

ED 121 593 SE 020 485

Steinwachs, Barbara

A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. Revised Edition.

Michigan Univ., Ann Arbor. Extension Service.

Pub Date Feb 76

Note—25p.; Revised edition to ED 101 955; Best Copy Available; Occasional Marginal Legibility; For related item, see ED 101 955

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bibliographies, City Problems, *Conservation, Education, *Environmental Education, *Games, Game Theory, Natural Resources, *Simulation, Social Environment, Social Problems, Urban Environment

This revised list includes games/simulations for all age levels, though often most applicable at the secondary through adult levels. In her reviews of available products, the author limited her listings to those games/simulations which are useful for educational purposes and which focus directly on social concerns relative to urban and environmental problems. Categories of the list include as originating or distributing agencies: The University of Michigan; Academic Games Associates, Inc.; Berkeley Gaming Project; Instructional Simulations, Inc.; Simile II; Urbandyne; and others. Each listed game/simulation has an accompanying identifying statement, the names of the entry's developers, number of players, game time, and ordering information including availability of samples. An appendix lists units designed specifically for elementary and/or high school classroom use also sources of information on new products and current game/simulation development. (RE)

ED 121 594 SE 020 499

Family Planning in Five Continents: Africa, America, Asia, Europe, Oceania. November 1975 Update.

International Planned Parenthood Federation, London (England).

Pub Date Nov 75

Note—57p.; For earlier editions, see ED 058 084 and ED 099 201

Available from—International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y 4PW, ENGLAND (ISSN 0538-9089, \$1.45 plus postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Demography, *Family Planning, Population Distribution, *Population Growth, *Reference Materials, *Statistical Data, World Problems

Identifiers—International Planned Parenthood Federation

This document gives highlights of the family planning situation in countries of the world, together with basic demographic statistics. Its purpose is to provide a quick reference source for those who work in family planning, population, and other related fields. Following a brief history of the pioneering work in family planning, population statistics for each of the five continents (Africa, America, Asia, Europe, and Oceania) are presented. These statistics include: population in 1975; projected population in 2000; population growth rate (1970-75); births per 1000 (1970-75); deaths per 1000 (1970-75); population under 15 (1975), and life expectancy. For each country within a continent the following statistics and information are presented: population in 1975; growth rate (1970-75); births and deaths per 1000 (1975); degree of government involvement in family planning activities; the existence of private, voluntary family planning associations within the country, and whether the country is a member of the International Planned Parenthood Federation. (BT)

ED 121 595 95 SE 020 599

Schafer, Rudolph J. H., Ed. *Disinger, John F., Ed.*

Environmental Education: Perspectives and Prospects. Key Findings and Major Recommendations.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—28p.; Report of a conference (Snowmass, Colorado, July 6-12, 1975); For a related document, see SE 020 726

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Committees, *Conference Reports, *Educational Assessment, *Educational Objectives, Educational Research, Elementary Secondary Education, *Environmental Education, Higher Education, *Problems, Program Evaluation

This publication is a report of an Environmental Education Conference sponsored by the Alliance for Environmental Education and Western Regional Environmental Education Council at Snowmass, Colorado. The purpose of the conference was to study the progress of environmental education throughout the nation, to report the major concerns, and to make recommendations to best solve existing problems. Participants from the entire country served on the different conference committees. Concerns reported include the relationships of environmental education to the federal and state governments; business, industry, and labor; elementary, secondary, and higher education; information services; communications and dissemination; private environmental organizations; and leadership in environmental education. Committee reports are included in the publication and are organized, by concern, into findings and recommendations. Included at the end of the conference report is a listing of the different committees and participants. (MA)

ED 121 596 SE 020 649

State of Delaware Natural Science Objectives, Kindergarten Through Grade Eight.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Jan 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Objectives, Curriculum, Elementary Education, *Elementary School Science, *Natural Sciences, *Science Curriculum, Science Education

Identifiers—DEAS, *Delaware Education Accountability System

Presented are the results of the Delaware Education Accountability System (DEAS) Science Task Force's analysis of science objectives, K-8. The natural science objectives are provided for K-1, 2-4, and 5-8. The categorization of objec-

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tives is in content categories and concepts. The interpretation of the coding used is fully explained in the introductory remarks that accompany the science objectives. Also included is an explanation of the relationship of the objective to the state curriculum. (EB)

ED 121 597 SE 020 650

Science Indicators, 1974.
National Science Foundation, Washington, D.C.
National Science Board.

Pub Date 75

Note—242p.; Marginal legibility due to colored pages; For a related document, see ED 084 150

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 038-000-00253-8, \$4.60); ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Annual Reports, Attitudes, *Evaluation, *Research, Resources, Science Education, *Sciences, Scientific Personnel, *Technology

Identifiers—National Science Board, Research Reports, *Science Indicators

In this report the National Science Board presents the second step in the process begun with Science Indicators-1972 of developing indicators of the state of science in the United States. The goal of this effort is a periodical series of indices of the strengths and weaknesses of science and technology in the United States and the changing character of that activity. The indicators in this report deal primarily with resources—human and financial—for research and development. Progress is said to have been made in developing measures of the outcomes or impacts of research and development and the contributions made thereby to the welfare of the Nation. They range from measures of basic research activity and industrial research and development, through indices of scientific and engineering personnel and institutional capabilities, to public attitudes toward science and technology. Most of the indices are presented in graphical form and numbered to correspond with the numerical data tables in the Appendix. (Author/EB)

ED 121 598 SE 020 651

Projects in Higher Education Science, Mathematics, Engineering.

National Science Foundation, Washington, D.C.

Report No.—NSF-E-76-39

Pub Date Sep 75

Note—253p.; Contains print too small for adequate reproduction

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 038-000-00250-3, \$3.20); ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*College Science, *Curriculum, Engineering Education, *Higher Education, Instructional Materials, *Mathematics Curriculum, Mathematics Education, Program Descriptions, Program Evaluation, Research, *Science Curriculum, Science Education

Identifiers—*National Science Foundation, NSF

Presented are brief descriptions of the activities of the directors of projects related to new courses, curricula, teaching hardware, and other mechanisms designed to provide more and better learning experiences for students in areas of science, mathematics, and engineering in higher education. The publication provides information about these National Science Foundation sponsored projects in alphabetical order by project director, with an index by discipline. The format of each project described includes purpose, audience to be served, innovations incorporated, an evaluation summary, materials included, and particular problems encountered. (EB)

ED 121 599 SE 020 654

Averch, Harvey

Statement of Dr. Harvey Averch, Acting Assistant Director for Science Education, National Science Foundation, Before the Subcommittee on Science, Research, and Technology, Committee on Science and Technology, Authorization Hearings, House of Representatives, February 10, 1976.

Pub Date 10 Feb 76

Note—23p.; The last page, a chart entitled "Science Education Program Activity, FY 1977 Program Structure," has been removed due to marginal legibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Budgets, Educational Programs, *Federal Aid, Federal Government, Federal Legislation, Financial Support, *Foundation Programs, Government Role, *Science Education

Identifiers—*National Science Foundation, NSF

This statement includes the Fiscal Year 1977 Budget Request of the Science Education Directorate of the National Science Foundation (NSF). The federal government is discussed as the major consumer of the scientific manpower and knowledge that the system of higher education produces. Specific areas to be funded are outlined; these include new procedures and processes, science manpower improvement, science education resources improvement, science education research and development, and science and society. (MLH)

ED 121 600 SE 020 655

La Shier, William S., Jr. And Others

In-Service Education: Identifying and Responding to Concerns of Teachers of Science Curriculum Improvement Study Materials.

Pub Date Mar 76

Note—21p.; Paper presented at the Annual Meeting of the Association of Educators of Teachers in Science (Philadelphia, Pennsylvania, March 18-20, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biological Sciences, *Curriculum, *Educational Research, Elementary Education, *Elementary School Science, Inservice Teacher Education, Science Course Improvement Project, Science Education, *Teacher Attitudes, Teacher Workshops

Identifiers—Research Reports, *Science Curriculum Improvement Study, SCIS

This study involved the participants of a four-week, National Science Foundation-sponsored workshop who were interested in piloting the life science phase of Science Curriculum Improvement Study (SCIS) materials in six school districts in Northeast Kansas. The purpose of the study was to investigate the progress of participant usage of SCIS and to identify concerns of the participants so that help could be provided. For this purpose, a "Concerns Questionnaire" was administered to the participants before and after the workshop, and was also administered to teachers who had attended the workshop the previous year and had been using SCIS for one year. Among the results of the study were: (1) the teachers who had been using SCIS for one year were less concerned about the management of SCIS than the inexperienced teachers; (2) the workshop participants were more concerned about management of SCIS after the workshop than before the workshop; and (3) there was no difference between the scores of the participants on the instrument "Science Teaching Attitude Scales" before and after the workshop. (MLH)

ED 121 601 SE 020 656

Yager, Robert E.

Baseline Data Concerning Science Teacher Education Programs at the University of Iowa, 1955-73. Technical Report No. 8.

Iowa Univ., Iowa City. Science Education Center.

Pub Date Mar 76

Note—80p.; Marginal legibility in table material and appendices; Best copy available

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan); Science Education Center, The University of Iowa, 470 Physics Building, Iowa City, Iowa 52242 (available for the cost of packaging and mailing)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Data Collection, Educational Research, *Evaluation, Higher Education, Preservice Education, Program Evaluation, *Science Education, Science Teachers, *Secondary School Teachers, *Teacher Education

Identifiers—*Iowa UPSTEP, Research Reports

The data in this report were collected as part of a study that involved all teacher education graduates at the University of Iowa prior to 1970. The information from this study is considered baseline data for an evaluation of the Iowa-UPSTEP program (Undergraduate Pre-Service Teacher Education Program), which was begun

in 1969 as a proposed innovation in science teacher education at the secondary level at the University of Iowa. The information presented includes evaluation of courses in the professional sequence, adequacy of student teacher observation, effectiveness of student teacher supervision, views concerning importance of student teaching, relative importance of specific courses, and preparation for specific tasks required in teaching. Forty-five tables of data are presented, as well as the instruments used in collecting the data. (MLH)

ED 121 602 SE 020 657

Tamir, Pinchas

The Iowa-UPSTEP Program in International Perspective. Technical Report 9.

Iowa Univ., Iowa City. Science Education Center.

Report No.—TR-9

Pub Date Mar 76

Note—41p.; Small type used in figure material

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Research, Higher Education, *Preservice Education, *Program Descriptions, Science Education, *Science Teachers, *Secondary School Teachers, *Teacher Education

Identifiers—*Iowa UPSTEP Program, Research Reports

This report reviews three science teacher education programs: the Iowa-UPSTEP program (Undergraduate Pre-Service Teacher Education Program), the STEP program (Science Teacher Education Project) in Great Britain, and the science teacher education program at the Hebrew University, Jerusalem. Recommendations are made for incorporating some aspects of the two latter programs into the Iowa-UPSTEP program. (MLH)

ED 121 603 SE 020 659

Levin, Joel R. Subkoviak, Michael J.

Additional Considerations in Determining Sample Size.

Wisconsin Univ., Madison. Dept. of Educational Psychology.

Report No.—Occas-Pap-10

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Analysis of Variance, *Data Analysis, *Data Collection, *Educational Research, *Research, *Sampling, Statistical Analysis

Levin's (1975) sample-size determination procedure for completely randomized analysis of variance designs is extended to designs in which antecedent or blocking variables information is considered. In particular, a researcher's choice of designs is framed in terms of determining the respective sample sizes necessary to detect specified contrasts of a given magnitude with given Type I and Type II errors. A solution is provided for dealing with real-world considerations in which errors of measurement cannot be neglected. A worked example presents an instance wherein a blocking strategy is clearly advantageous assuming infallible measuring instruments, but not when the same instruments are granted fallibility. (Author/SD)

ED 121 604 SE 020 678

Suggested Expectancies for Elementary Teachers of Mathematics. A Working Paper for the Annual TOTOM Conference (2nd, Marylhurst Education Center, September 7-9, 1975).

Oregon State Dept. of Education, Salem.

Pub Date Sep 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Diagnosis, *Elementary School Teachers, Higher Education, Learning, *Mathematics Education, *Objectives, *Performance Based Teacher Education, Problem Solving, *Teacher Education, Teaching Methods, Units of Study (Subject Fields)

Identifiers—Oregon

This paper is a report of a 1974 conference of Teachers of Teachers of Mathematics (TOTOM) from Oregon colleges. The conference was organized for the purpose of discussing competencies of elementary teachers of mathematics. The conferees took the position that they could not define necessary and sufficient criteria for the competent teaching of mathematics, but that they

could outline a set of goals and expectancies. Expectancies were developed in three major areas: problem solving, pedagogy, and mathematical content. In the discussion of problem solving, the works of several writers are considered, and several aspects of the process of problem solving are identified; 30 specific competencies related to problem solving are listed. In the area of pedagogy expectancies are listed in four major areas (psychology of learning, diagnosis, resources and materials, and teaching strategies); sample behaviors are listed for each expectancy. Expectancies and related sample behaviors are listed for six mathematical content areas (sets, operations, number sentences, number theory, logical thinking, and geometry). (SD)

ED 121 605 SE 020 692

Kilborn, Wiggo Lundgren, Ulf P.

A Contribution to the Analysis of Arithmetic Teaching and Learning.

Göteborg Univ. (Sweden). Inst. of Education. Pub Date Dec 75

Note—26p.; Paper presented at the DIMO-Workshop (1st, Wasserslo, BDR, August 31-September 5, 1975); Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Classroom Observation Techniques, Comparative Education, *Curriculum, Effective Teaching, Elementary Education, *Elementary School Mathematics, *International Education, Mathematics Education, *Research, *Teaching Methods

Identifiers—Research Reports, *Sweden

This paper reports the development of an instrument for monitoring teaching strategies in the teaching of mathematics. The main purpose of research into this area was to determine the aspects of mathematics teaching which result in differential learning within a class. A second purpose was the development of a theoretical model for the teaching process. This model is based on the assumption that the teaching process is a system of transformations which operate according to a set of rules which are derived from organizational and time considerations. Developed in Sweden, the instrument was designed to be used in deciding on teaching strategies to be used with the new Swedish national mathematics curricula. (SD)

ED 121 606 SE 020 693

Begle, E. G.

Predicting Success in Beginning Algebra: A Review of the Empirical Literature. SMESG Working Paper No. 18.

Stanford Univ., Calif. Stanford Mathematics Education Study Group.

Report No.—SMESG-WP-18

Pub Date Jan 76

Note—33p.; Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Achievement, *Algebra, *Annotated Bibliographies, Mathematics Education, Predictor Variables, Research, *Research Reviews (Publications), Secondary Education, *Secondary School Mathematics, Student Placement, Tests

Identifiers—Research Reports

This paper reviews and synthesizes the results of 17 studies of the prediction of successful achievement in first-year algebra courses. On the basis of this review, four major points are made: (1) success in prior mathematics courses is a better predictor of success in algebra than general intellectual ability; (2) ability to understand and apply mathematical concepts is a better predictor than computational skill; (3) different measures of specific abilities predict success in different aspects of algebra; and (4) it is unlikely that any set of measures will account for more than 50 to 70 percent of the variance in algebra achievement. Annotations are provided for each of the studies reviewed; these indicate the tests used in the study and the major findings, as well as bibliographic information. In the final section of this paper the findings of the National Longitudinal Study of Mathematics Abilities (NLSMA) which concern algebra are summarized. The scales in the NLSMA tests are briefly described, and sample items are provided. (SD)

ED 121 607

Begle, E. G.

Acceleration for Students Talented in Mathematics. SMESG Working Paper No. 19.

Stanford Univ., Calif. Stanford Mathematics Education Study Group.

Report No.—SMESG-WP-19

Pub Date Feb 76

Note—28p.; Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Acceleration, *Annotated Bibliographies, Instruction, Mathematical Enrichment, Mathematics Education, Research, *Research Reviews (Publications), Secondary Education, *Secondary School Mathematics, *Talented Students

Identifiers—Research Reports

This paper reviews and synthesizes the results from 42 research reports dealing with acceleration of mathematics programs for talented junior high school students. The effects of acceleration and enrichment are compared, and it is concluded that acceleration is preferable. The question of optimal grade level for initiating accelerated programs, and that of the advisability of providing slower paced programs for low achievers are raised. Annotations are provided for each of the reports reviewed. Each annotation gives bibliographic information, a brief description of the study, and a list of findings. (SD)

ED 121 608 SE 020 707

Coscarelli, William C. And Others

Algorithmization and Transfer of Learning.

Pub Date Apr 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Algorithms, *Chemistry, *College Science, Educational Research, Higher Education, Instruction, *Laboratory Procedures, *Logical Thinking, Science Education, Teaching Methods

Identifiers—Research Reports

Ninety students in an introductory chemistry class were divided into three groups to test the power of algorithms to increase logical thinking abilities. The experimental group received approximately 10 hours of laboratory instruction based on the use of procedural algorithms. Experiment and control groups were tested for logical thinking abilities. Preliminary analysis supported the contention that the experimental group performed significantly better than either control group on the posttest measure of logical ability. The use of algorithms explained a substantial portion of the variance in posttest scores. Theoretical as well as educational implications are discussed. (Author)

ED 121 609 SE 020 709

A Taxonomy of Selected High School Equivalency Materials: Mathematics.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date [76]

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Adult Basic Education, Algebra, Basic Skills, Continuation High Schools, Geometry, *High School Equivalency Programs, Instructional Materials, *Mathematics Education, Number Concepts, Objectives, Resource Guides, *Secondary Education, State Departments of Education, *Taxonomy, Tests, Textbooks

Identifiers—New York

This volume provides an outline of critical high school equivalency skills in mathematics, a test scoring procedure designed to assess these skills, and a guide to the use of 12 publications which would be useful in instruction. The volume is intended for use by teachers of students who are preparing to take the Test of General Educational Development (GED). In order to use this guide, the teacher first administers the California Achievement Test and scores it using the forms provided. These forms classify items on 74 aspects of mathematics content. The teacher, using this classification to determine which content areas the student must work on, can then

refer to the guide to select instructional materials related to the appropriate content area. For each of the 74 topics, materials are classified as useful in lower level reinforcement, upper level reinforcement, or GED test simulation. (SD)

ED 121 610 SE 020 724

Corman, Rena

Air Pollution Primer. Revised Edition.

American Lung Association, New York, N.Y.

Pub Date 74

Note—104p.; For the 1971 edition, see ED 081 584. A companion document is SE 020 725

Available from—American Lung Association, 1740 Broadway, New York, New York 10019 (free)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, Ecological Factors, *Environment, Environmental Influences, Instructional Materials, *Pollution, *Public Health, Special Health Problems

This revised and updated book is written to inform the citizens on the nature, causes, and effects of air pollution. It is written in terms familiar to the layman with the purpose of providing knowledge and motivation to spur community action on clean air policies. Numerous charts and drawings are provided to support discussion of air pollution subjects. Materials covered include: air, weather, and pollution; the processes of pollution; pollutants: their state and source; pollutants: their chemical properties; the special pollution of radioactivity; the health effects of pollution; and pollution's other effects on animals, vegetation, the economy. A glossary of terms used in the field of air pollution control is provided for the leader and concludes the work. (RE)

ED 121 611 SE 020 725

Corman, Rena

Controlling Air Pollution; A Primer on Stationary Source Control Techniques.

American Lung Association, New York, N.Y.

Pub Date 74

Note—52p.; For the companion document, see SE 020 724

Available from—American Lung Association, 1740 Broadway, New York, New York 10019 (free)

Document Not Available from EDRS

Descriptors—*Air Pollution Control, Ecological Factors, *Environment, Environmental Influences, Instructional Materials, *Legislation, *Pollution, Public Health, *Technology

This companion document to "Air Pollution Primer" is written for the nonexpert in air pollution; however, it does assume a familiarity with air pollution problems. This work is oriented toward providing the reader with knowledge about current and proposed air quality legislation and knowledge about available technology to meet these standards for pollution control. Topics covered in the booklet are: the law, control methods; control equipment for particulates; control equipment for gases; air pollution control in a steam power plant; improving electricity generation; alternate energy sources; and the cost of meeting federal control standards. Diagrams are included to support discussion of processes and equipment. A glossary of terms common to air pollution control may be found at the end of the booklet. (RE)

ED 121 612 95 SE 020 726

Schafer, Rudolph J. H., Ed. Disinger, John F., Ed.

Environmental Education: Perspectives and Prospectives. Supporting Documentation.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—87p.; Report of a conference (Snowmass, Colorado, July 6-12, 1975); For a related document, see SE 020 599

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Committees, *Conference Reports, *Educational Assessment, *Educational Objectives, Educational Research, Elementary Secondary Education, *Environmental Education,

Higher Education, *Problems, Program Evaluation

This publication is a report of an Environmental Education Conference sponsored by the Alliance for Environmental Education and Western Regional Environmental Education Council at Snowmass, Colorado. The purpose of the conference was to study the progress of environmental education throughout the nation, to report the major concerns, and to make recommendations to best solve the existing problems. This report is the second of two concerning the Snowmass, Conference. The first is essentially a summary of the conference output. In this second volume, more background information and greater detail is provided. Specifically, it contains reports of the eight interest groups as proposed, developed, and approved by the members of each group, along with summaries of the addresses of the six members of the keynote panel. Included in this report are background papers, a paper responding to the remarks of the keynote panel prepared by the "federal agencies" interest group, and appendices containing information relating to the sponsoring organizations, agenda, and participants in the conference. (Author/MA)

ED 121 613 SE 020 729

Nuclear Science, A High School Course.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 71

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Atomic Theory, Course Content, *Curriculum, *Instruction, Instructional Materials, *Nuclear Physics, Physics, Radioisotopes, Science Education, Secondary Education, *Secondary School Science, *Teaching Guides

This comprehensive guide to the teaching of nuclear science at the secondary level includes recommendations on teaching methods, course and laboratory objectives, textbooks, audiovisual aids, laboratory equipment and experiments, and safety precautions. (MH)

ED 121 614 SE 020 730

Cernohorsky, Martin
The Post-Graduate Education of Physicists.

Pub Date 75

Note—21p.; Paper presented at the International Conference on Physics Education (University of Edinburgh, July 29-August 6, 1975); Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Adult Education, *Conference Reports, Educational Programs, Higher Education, *Inservice Education, Inservice Programs, Instruction, *Physics, *Professional Education, Science Education

Continuing education is discussed for three physics careers: teaching, science, and industry. Opinions and recommendations from a variety of sources are summarized. An annotated bibliography is included. (MH)

ED 121 615 SE 020 731

Trent, John Lee, Ivan E.
The Imminent Meeting with Metrics, II. A Report on a Survey of Nevada In-Service Teachers.
Nevada Occupational Research Coordinating Unit, Reno.

Pub Date 76

Note—6p.

Available from—Nevada Research Coordinating Unit, Room 201, College of Education, University of Nevada, Reno, Nevada 89507

Journal Cit—Nevada Research Coordinating Unit Report; v10 n5 Entire Issue 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary School Teachers, Elementary Secondary Education, *Mathematics Education, *Measurement, *Metric System, Secondary School Teachers, State Surveys, *Surveys, *Teachers

Teachers throughout the state of Nevada were surveyed concerning their formal preparation for teaching the metric system, concerns over teaching this system, and their knowledge of it. Results of the survey indicated that the majority of junior and senior high school teachers had studied the metric system, but the majority of elementary teachers felt less qualified to teach the metric system than did secondary teachers, although they were more aware of state guidelines which mandate the teaching of the metric system as the primary system of measurement. Eighty percent of elementary teachers felt these guidelines were unclear although only 40 percent of secondary teachers found them inadequate. Over 85 percent of teachers at all levels indicated they would attend metric workshops if they were available in their localities. Responses of teachers to seven items sampling knowledge of the metric system are presented. Senior high school teachers gave more correct responses than did junior high school teachers. Elementary teachers were less knowledgeable than the secondary teachers. (SD)

ED 121 616 SE 020 743

Braswell, James S.
Mathematics Tests Available in the United States.

Fourth Edition.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—35p.; For Third Edition, see ED 067 270

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Mathematics, Educational Testing, Elementary School Mathematics, Elementary Secondary Education, *Evaluation, Higher Education, Mathematics, *Mathematics Education, Secondary School Mathematics, *Standardized Tests, *Student Evaluation, *Tests

This pamphlet provides information concerning published mathematics tests in eight broad categories: arithmetic; junior high school; batteries and general listings, K-14; high school, general; algebra; geometry; trigonometry; and college-related. For each test listed, the document provides title, author, publisher, and dates of publication for original and revised forms, grade level, list of test forms, information on the availability of norms, and sources of additional information. A directory of test publishers is provided. Nine agencies offering evaluation services related to testing are listed, and the services offered by each are briefly described. A list of references is included. (SD)

ED 121 617 SE 020 752

Hedges, Larry V. Majer, Kenneth
Prerequisite Courses as Predictors of Achievement in the Natural Sciences. OASIS Research Report #3.

California Univ., San Diego.

Pub Date Feb 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, *College Science, *Educational Research, Higher Education, *Natural Sciences, Prediction, *Predictor Variables, Science Education

Identifiers—*Prerequisite Courses, Research Reports

A study was conducted to determine the relationship between grades received in prerequisite biology, chemistry, mathematics, and physics courses and subsequent average grades received in science major areas. Seven major areas were investigated. Subjects were students who graduated from the University of California, San Diego (UCSD), who had taken both their science major coursework and lower division coursework at UCSD. The range of multiple correlations between prerequisite courses and average grades in major was 0.715 to 0.899. The results support the validity of prerequisite courses as predictors of success in major areas of study, even though the best predictors for success in a given field were not always courses in the same content area. Implications for future systems of diagnosis and prediction are made. (Author)

ED 121 618 SE 020 753

Reay, J.
Large Scale Implementation of Innovations in the Field of Physics Education: Diffusion into National Systems.

Pub Date 75

Note—15p.; Paper presented at the International Conference on Physics Education (University of Edinburgh, July 29-August 6, 1975); Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Conference Reports, *Curriculum, *Curriculum Development, *Educational Innovation, *Physics, *Science Course Improvement Project, Science Education, Secondary Education, Secondary School Science, Teacher Education

Factors influencing the implementation of physics curriculum projects are examined. Large scale implementation of curriculum projects is discussed in terms of involving representatives of many groups, including the government, the educational system, technical colleges, industry, professional associations, examining boards, parents, and society. Methods of teacher education in new curricula are also discussed. (MH)

ED 121 619 SE 020 754

Leboutet, L.
The Effect on Physics Education of a Better Understanding of the Psychological Process of Learning.

Pub Date 75

Note—20p.; Paper presented at the International Conference on Physics Education (University of Edinburgh, July 29-August 6, 1975); Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Conference Reports, Educational Psychology, *Educational Research, Elementary Education, Elementary School Science, *Learning, *Learning Theories, *Physics, *Research Reviews (Publications), Science Education, Secondary Education, Secondary School Science

Identifiers—Research Reports

Research in learning is examined for applications to physics education. Emphasis is placed on the learning of concepts, the organization of knowledge, and programed learning. Recommendations are made for conducting research in the following areas: analysis of the contents of physics in terms of learning tasks; better understanding of the child's and adolescent's capacity for learning by memory; preconceptions and their evolution under the evolution of teaching; the operations of logic; and scientific language and the learning of physics. (MH)

ED 121 620 SE 020 761

Moreira, Marco Antonio

New Approaches to Teaching and Learning in Universities.

Pub Date 75

Note—17p.; Paper presented at the International Conference on Physics Education (University of Edinburgh, July 29-August 6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Science, *Educational Innovation, Group Instruction, Higher Education, Individualized Instruction, *Instruction, *Physics, Science Education, Student Seminars, *Teaching Methods

Identifiers—Keller Plan

This paper discusses new teaching approaches that are not heavily dependent on hardware, i.e., approaches that replace lectures with other activities such as small-group seminars and individualized instruction. Emphasis is placed on methods relevant to college physics education, such as the Keller Plan, modular instruction, audio-tutorial methods, small-group instruction, and team teaching. Suggestions are given for avoiding problems that arise in the implementation of new instructional systems. An annotated bibliography is included. (MH)

ED 121 621 SE 020 768

Baker, Norman R. Sweeney, Dennis J.

Toward a Conceptual Framework and Analytical Model of the Process of Organized Technological Innovation Within the Firm.

Pub Date Jan 76

Note—33p.; Contains gaps in page numbering; however, document is complete

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Business, *Business Administration, *Innovation, *Literature Reviews, *Models, Research, Science Education, Scientific Research, Technological Advancement, *Technology

This paper demonstrates that the literature is sufficiently advanced to support the development of conceptual frameworks for organized technological innovation. The literature of multi-year planning and fiscal-year budgeting is examined in order to specify how corporate strategy impinges on organized technological innovation. A computer simulation model based on an interactive decision mechanism is presented for use in corporate governmental policies, market considerations, and technological information. (MLH)

ED 121 622 SE 020 770

Schaaf, William L.

A Bibliography of Recreational Mathematics, Volume I. Fourth Edition.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 70

Note—160p.; For related documents see Ed 040 874 and ED 087 631

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Games, Geometric Concepts, History, *Literature Guides, *Mathematical Enrichment, Mathematics, *Mathematics Education, Number Concepts, Reference Books

This book is a partially annotated bibliography of books, articles, and periodicals concerned with mathematical games, puzzles, and amusements. It is a reprinting of Volume I of a three-volume series. This volume, originally published in 1955, treats problems and recreations which have been important in the history of mathematics as well as some of more modern invention. The book is intended for use by both professional and amateur mathematicians. Works on recreational mathematics are listed in eight broad categories: general works, arithmetic and algebraic recreations, geometric recreations, assorted recreations, magic squares, the Pythagorean relationship, famous problems of antiquity, and mathematical miscellanies. (SD)

ED 121 623 SE 020 772

English, J. Morley, Ed. Collins, W. Leighton, Ed.

Educating Engineers for World Development. Proceedings of a World Congress (Estes Park, Colorado, June 10-12, 1975).

American Society for Engineering Education, Washington, D.C. International Div.

Pub Date Jun 75

Note—340p.

Available from—American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D.C. 20036 (\$8.00, prepaid)

Document Not Available from EDRS

Descriptors—*Conference Reports, Educational Planning, Engineering, *Engineering Education, Higher Education, Industrialization, *International Programs, Natural Resources, *Technology, *World Problems

This report comprises papers commissioned for the World Congress on Educating Engineers for World Development, sponsored by the International Division of the American Society for Engineering Education, and held in Colorado in June 1975. The purpose of the Congress was to bring about significant changes in the education of engineers and in the practice of engineering so that engineers will be more capable of attacking world development problems. Sixteen major papers from 12 countries are included and cover the following subject areas: energy resources development, industrialization, human settlements, planning and management of projects, agriculture and food systems, and technology and cultures. (MH)

ED 121 624 SE 020 776

Suydam, Marilyn N.

Compilation of Research on College Mathematics Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Note—287p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.50)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Annotated Bibliographies, *Bibliographies, *College Mathematics, Curriculum, Higher Education, Instruction, *Mathematics Education, *Research, Research Reviews (Publications)

This volume presents an annotated listing of research reports related to the teaching of college mathematics. Included in the listing are 513 journal articles, 771 dissertations, and 74 other documents which were produced during the period from 1900 through 1974. A brief annotation indicates the focus of each research document and a major finding reported in it. The type of research level of students and number of subjects are indicated for each study. The research reports are indexed by mathematical content area and by research focus (e.g., individual differences, attitudes, teaching approaches). (SD)

ED 121 625 SE 020 801

DiCostanzo, James L.

The Integration of Logical and Empirical Procedures for Hierarchically Structuring an Individualized Curriculum.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Development, Curriculum Planning, Elementary Education, Elementary School Mathematics, *Individualized Instruction, Learning Processes, *Mathematics Education, *Objectives, *Research Identifiers—Research Reports

The purpose of this study was to integrate logical and empirical techniques into a procedure to develop and validate hierarchical curriculum structures and to demonstrate use of the procedure by applying it during the development of an Individualized Mathematics Curriculum. A procedure was designed and tested using 72 first-grade students. This testing resulted in content related findings which suggested modifications in the Individualized Mathematics Curriculum, and procedural findings which led to refinements in the procedure being tested. (Author/SD)

ED 121 626 SE 020 802

Shores, Jay H. Underhill, Robert G.

An Analysis of Kindergarten and First Grade Children's Addition and Subtraction Problem Solving Modeling and Accuracy.

Pub Date 76

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Addition, *Cognitive Development, *Conservation (Concept), Elementary Education, *Elementary School Mathematics, Learning, Mathematics Education, *Number Concepts, Problem Solving, *Research, Subtraction Identifiers—Research Reports

A study was undertaken of the effects of formal education and conservation of numerosness on addition and subtraction problem types. Thirty-six kindergarten and 36 first-grade subjects randomly selected from one area of a school district were administered measures of conservation, problem-solving success, and modeling ability. Following factor analysis of the instruments, and a regression analysis to ascertain demographic effects, a nested posttest only control group design was analyzed using a covariate MANOVA technique. Both formal schooling and conservation significantly affected the subject's modeling and accuracy scores (p less than .05). Further, transformational addition and take-away subtraction were significantly (p less than .05) more difficult than other problem types. (Author/SD)

ED 121 627 SE 020 803

O'Reilly, Robert R.

Attitudes Concerning the Nature of Mathematics, Mathematics Teaching and Learning: A Partial Replication of the I. E. A. Study.

Pub Date 22 Apr 76

Note—38p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (54th, Atlanta, Georgia, April 22, 1976); Occasional marginal legibility in charts due to broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement, *Attitudes, Instruction, *Mathematics Education, *Questioning Techniques, *Research, Secondary Education, *Secondary School Mathematics, Student Attitudes

Identifiers—Research Reports

The purpose of the paper is to examine some attitudes high school students have of mathematics. This is a partial replication of the Project for the International Evaluation of Educational Achievement in Mathematics (IEA). The principal variables under study were mathematics achievement as measured by the Stanford Achievement Test; student views of teaching and learning; student belief about the nature of mathematics as an open system; and student attitudes. Specific attitudes investigated were beliefs that (1) mathematics is important, (2) mathematics is difficult, (3) school and school learning is satisfying, and (4) man can control his social and physical environment. Data were collected from 48 9th- and 10th-grade classes in 12 schools in Ontario. The results indicate that inquiry methods of teaching are related to achievement, particularly for more advanced students, that achievement is related to the attitude, and that mathematics is important, but difficult to learn. For students in advanced classes, achievement is related to the belief that mathematics is an open process. (Author/SD)

ED 121 628 SE 020 820

Disinger, John F., Ed. Bowman, Mary Lynne, Ed.

Environmental Education 1975: A State-by-State Report.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Note—324p.; For Volumes 1-5, see ED 085 262, ED 086 513-515, and ED 087 624

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$6.50)

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—Bibliographies, College Science, *Directories, *Educational Programs, *Environmental Education, Human Resources, Instructional Materials, Outdoor Education, Program Descriptions, Resource Materials, Science Education, *State Programs

This compilation deals with current programs in environmental education in all 50 states, the District of Columbia, and the Territory of Guam. Arranged state-by-state, this volume details such information as: state plans for environmental education, environmental education legislation, teacher certification, state coordinators for environmental education, state environmental education publications and sources, exemplary state public school programs in environmental education, college and university activities in environmental education, and activities in environmental education by respective state resources agencies. The state-by-state reports are prefaced by a brief review of the document's preparation and recommendations for its application. A list of documents maintained in the ERIC collection and produced by state agencies appends the document. The manuscript was prepared and reviewed by members of the State Coordinators for Environmental Education and the various State Departments of Education along with the National Institute of Education. (RE)

ED 121 629 SE 020 821

Osborne, Alan R., Ed.

Investigations in Mathematics Education, Vol. 8 No. 2.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—71p.

Available from—The Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$1.75 single copy)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Abstracts, Elementary Secondary Education, *Learning, Logic, *Logical Thinking, Mathematical Concepts, *Mathematics Education, Research, *Research Reviews (Publications)

Identifiers—Piaget (Jean)

Eighteen research reports related to mathematics education are abstracted and analyzed. The reports abstracted were selected from seven journals, two books, and a technical report. The majority of the articles reviewed in this volume concern reasoning abilities and mathematical concepts. Logical inference is the subject of four of the studies while development of mathematical concepts is the subject of four others. Three papers are concerned with extension or validation of Piagetian theories. Other reports concern educational games, problem solving, teaching strategies, mastery learning, and aptitude-treatment interaction. Research related to mathematics education which was reported in RIE and CJUE between January and March 1975 is listed. (SD)

ED 121 630

SE 020 822

Osborne, Alan R., Ed.

Investigations in Mathematics Education, Vol. 8 No. 3. Special Issues: Critical Analyses of the NLSMA Reports.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—73p.

Available from—The Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$1.75 single copy)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Ability, *Abstracts, Achievement, Annotated Bibliographies, Attitudes, Elementary School Mathematics, Elementary Secondary Education, *Longitudinal Studies, *Mathematics Education, Research, *Research Reviews (Publications), Secondary School Mathematics

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA

This journal issue is devoted to review and analysis of 15 reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). The reports reviewed concern achievement of students at various grade levels, nonintellectual correlates of under- and overachievement, correlates of attitudes toward mathematics, teacher effectiveness, characteristics of successful insightful problem solvers, effects of different curricula, and a followup study. An annotated list of the 32 reports prepared for NLSMA is provided. Research related to mathematics education which was reported in RIE and CJUE between April and June 1975 is listed. (SD)

ED 121 631

SE 020 825

Gregory, John W. Casteel, J. Doyle

Verbal Environment Correlates with Student Growth in Logical Reasoning Ability. Final Report Summary.

Spons Agency—Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date 75

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Environment, *Effective Teaching, Instruction, *Logical Thinking, *Research, Secondary Education, *Secondary School Mathematics, *Social Studies, Teacher Behavior, Verbal Communication

The purpose of this study was to extend the research of the first-named author into the effect of teachers' use of conditional language on students' growth in logical thinking. Verbal behaviors of nine mathematics teachers and four social studies teachers were coded and correlated with the gain scores of their eighth-grade students on the Cornell Conditional Reasoning Test. A positive correlation (.39) was found between mathematics teachers' use of conditional language and students' score changes; no such correlation was observed for social studies teachers. Correlations between the frequency of conditional moves by the teacher and other classroom verbal factors were computed as were correlations between average class gain and classroom verbal factors. Hypotheses concerning the results obtained are discussed. (SD)

SO

ED 121 632

95

SO 008 820

McCormick, Regina

Guidelines for ERIC Clearinghouses: Outreach to Citizens Concerned with Educational Decision Making.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—400-75-0016

Note—44p.; For a related document, see SO 008 821

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Citizen Participation, Community Action, *Community Information Services, Decision Making, Guidelines, Information Centers, Information Dissemination, Information Networks, *Information Services, Information Sources, *Information Utilization, *Outreach Programs, Workshops

Identifiers—*Educational Resources Information Center, ERIC

Guidelines to help ERIC clearinghouses reach lay persons and inform them of the resources available through the ERIC information network are provided. The guidelines were developed following on-site interviews with persons who have expertise in information dissemination and/or who are actively involved in providing information to citizens involved in educational decision making. The document is organized into six sections in addition to a short introduction. Section 2 presents an historical overview of citizen participation and discusses the implications of citizen involvement in educational decision making for ERIC clearinghouses. Section 3 contains the guidelines for ERIC clearinghouses that wish to expand their user services to meet the information needs of the community. Section 4 is an annotated list of readings on citizen participation in education which suggests resource material to help implement the guidelines. Section 5 contains suggestions about how to conduct a workshop for citizen groups. Finally, section 6 describes an action plan for educational problem solving. (Author/DE)

ED 121 633

95

SO 008 821

McCormick, Regina

Guidelines for ERIC Collection Holders: Outreach to Citizens Concerned with Educational Decision Making.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—400-75-0016

Note—75p.; For a related document, see SO 008 820

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Citizen Participation, Community Action, *Community Information Services, Decision Making, Guidelines, Information Centers, Information Dissemination, Information Networks, *Information Services, Information Sources, *Information Utilization, *Outreach Programs, Workshops

Identifiers—*Educational Resources Information Center, ERIC

Guidelines to help ERIC microfiche collection holders acquaint lay persons in their community with the resources available through the ERIC information network are provided. The guidelines were developed following on-site interviews with persons who have expertise in information dissemination and/or who are actively involved in providing information to citizens involved in educational decision making. The document is organized into six sections in addition to the short introduction. Section 2 presents an historical overview of citizen participation in education and discusses the implication of citizen involvement in education for ERIC microfiche collection holders. Section 3 contains the guidelines for ERIC collection holders who wish to develop a citizen outreach program in their service areas. Section 4, an annotated bibliography of materials dealing with citizen participation in education, suggests resource material to help implement the guidelines. Section 5 contains suggestions on how to conduct a workshop for citizen groups. Finally, section 6 describes an action plan for educational problem solving. (Author/DE)

ED 121 634

SO 008 923

Hastorf, Richard W.

Watergate: The Waterloo of a President. ETC Simulation Number 1.

Pub Date 4 Nov 75

Note—34p.

Available from—ETC Publications, P. O. Drawer 1627-A, Palm Springs, California 92262 (\$4.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Government (Course), *Civics, Classroom Materials, Objectives, *Political Science, Presidents, Questioning Techniques, Role Playing, Secondary Education, *Simulation, Teaching Methods, *United States History

Identifiers—*Watergate

This simulation involves secondary school students in a reenactment of the political period of 1971-1974 and the Watergate scandal. By taking on the roles of the various persons and committees involved with Watergate and by representing their views, students (1) learn about the pre-Watergate political atmosphere of divisiveness in the United States brought on by the Vietnam War; (2) examine the significance of the Watergate scandal, discussing how the break-in has affected U.S. election laws; and (3) become involved in the impeachment process. Students are assigned roles two days to a week prior to classroom enactment of the simulation so that they can research the personalities that they are to play. From 19 to 50 students can complete the simulation in three hours. A classroom discussion follows the simulation. This publication lists the simulation objectives, provides step-by-step instructions for the teacher to follow, contains questions for review, supplies summarization and reinforcement, and provides all the student materials necessary for implementation. A short bibliography of related books is also provided. (Author/RM)

ED 121 635

SO 008 946

Pratt, Fran

Children and Youth in Early America: A Case Study of a Bicentennial Social Studies Project.

Pub Date [76]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Anthropology, Case Studies, *Colonial History (United States), Field Trips, History Instruction, *Local History, Role Playing, Secondary Education, *Social History, *Social Studies, *United States History, Youth Identifiers—Bicentennial

This paper describes a project which was set up to provide secondary students with an opportunity to examine, analyze, and reflect on the role of children and youth in the first half-century of the American republic and draw meaningful comparisons with their own experience in contemporary American society. Thirty-five students, enrolled in a one-semester anthropology course, participated in the project. Through a field trip to Old Sturbridge Village students were expected to recognize that the role of young people in society has changed in significant ways over the past 200 years; identify specific changes; recognize that the changing role of young people is only one reflection of the vast change of society; and apply to their examination of American society a number of basic concepts and skills developed in their anthropology class. The field trip was designed to give students an opportunity through role-playing to put themselves in the situation of a young person in an early American village. Students were given data sheets and other information to prepare them for their roles. In addition, the class analyzed more than 100 documents related to work during the time of the early republic, such as diaries, letters, financial records, laws, apprenticeship indentures, newspaper articles, and advertisements. An evaluation and critique of the learning experience concludes the document. (Author/JR)

ED 121 636

SO 008 950

Report of the Ad Hoc Committee on Racial and Ethnic Definitions of the Federal Interagency Committee on Education.

Federal Interagency Committee on Education, Washington, D.C.

Pub Date Apr 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Definitions, *Ethnic Groups, *Language Standardization, Minority Groups, *Racial Characteristics, Reports, *Urban Language

The report discusses and recommends a taxonomy of ethnic terms for federal agencies to use when collecting, reporting, and maintaining data on race and ethnicity. Standardization is necessary so that whatever categories the different agencies use can be aggregated, disaggregated, or otherwise combined so that the data developed by one agency can be used in conjunction with data developed by another agency. A brief introduction provides background information and describes the task of the Federal Interagency Committee on Education (FICE). Recommended categories of race and ethnicity are listed and factors considered in arriving at each heading and definition are discussed. The five basic, recommended racial categories include American Indian or Alaskan Native, Asian or Pacific Islander, Black/Negro, Caucasian/White, and Hispanic. The second part of the report established guidelines on how the proposed categories are to be applied in specific situations, presents two alternative ways to collect data using the suggested categories, and discusses subdividing the five basic categories into particular ethnic subgroups. Lastly, the document makes final recommendations that are endorsed by FICE. (Author/JR)

ED 121 637 SO 008 953

Focus on Law: Newsletter of the Center for Law-Related Education, Volume 2, Number 1 [And] Number 2.

Cincinnati Univ., Ohio. Center for Law-Related Education.
Pub Date 75

Note—39p.; For a related document, see SO 009 079

Available from—Center for Law-Related Education, 635 Pharmacy Building, University of Cincinnati, Cincinnati, Ohio 45221 (free, request to be placed on mailing list)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Civil Rights, Classroom Techniques, Course Descriptions, Curriculum Guides, Elementary Secondary Education, *Law Instruction, *Newsletters, *Police, Professional Personnel, Resource Materials, Social Studies, *Supreme Court Litigation, Teacher Education, *Teaching Techniques

Two newsletters are combined as one document. The first presents classroom strategies for both elementary and secondary students in a lesson entitled "Toward a Study of Policy." Methods suggested for developing the lesson include provocative questions, open-ended statements, student polls, pictures, films, posters, and use of police officers as resource persons. A news section describes five courses offered by the center in the fall on teaching about the law and criminal justice system, reports on the Third Annual Summer Institute, and describes the Law Resource Personnel Program offered by the center to Cincinnati-Hamilton County teachers and administrators. The remainder of the issue is devoted to a discussion of recent Supreme Court decisions and a plan for teachers to follow in using a Supreme Court decision in the classroom. The second describes the center's five spring courses and presents classroom strategies related to the teaching of law-related topics prepared by fall participants in the center's courses. Also included are an interview with the Director of Corrections for the Hamilton County Municipal Court on the "Adult Probation Officer," a survey of attitudes of Appalachian youth toward legal authority, a description of Ohio's new marijuana law, a description of the center's Law Resource Personnel Program, and information on recent Supreme Court decisions. (DB)

ED 121 638 95 SO 008 976

Gerbo, Ronald
ESEA Title IX Ethnic Heritage Studies Development Program Evaluation (1974-75), Fund Number 46.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Dec 75
Note—124p.; Not available in hard copy due to marginal legibility of original copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Instruction, Cultural Pluralism, *Curriculum Development, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Higher Education, Inservice Education, Minority Groups, *Program Evaluation
Identifiers—Elementary Secondary Education Act Title IX, ESEA Title IX, *Ethnic Heritage Studies Program

An ethnic heritage studies project of the Cleveland Public Schools is evaluated. The purpose of the project is to create a program for research and curriculum development in ethnicity which will serve as a model to educational institutions throughout the country. Program efforts focused on five major activity areas including curriculum development, inservice training, dissemination of program materials, community involvement, and cooperative involvement with other projects. The program evaluation contained in this document revolves around major questions representing operational indices of attainment of the objectives of the project. According to the report, the outcomes of the project reflect the attainment of most objectives. The findings of the evaluation are presented in the first three sections of the document. The last, and largest, section contains a series of appendices relating to the program implementation. (Author/JR)

ED 121 639 SO 008 977

Crist, William Dale
Labor Militancy in Public Education: Economic History in the Making.

Pub Date May 75
Note—32p.; Paper presented at the Annual Meeting of the Western Social Science Association (17th, Denver, Colorado, May 1-3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Arbitration, *Collective Bargaining, *Economic Change, Employer Employee Relationship, Futures (of Society), Government Employees, Industrial Relations, *Labor Demands, Labor Economics, Labor Problems, Labor Unions, Public Education, Strikes, Teacher Associations, *Teacher Militancy, *Teacher Strikes

This paper reviews seven specific components of change that labor militancy in public education will have on the American economic system in the future. First, teacher militancy will influence other public employees to become more militant and will pressure private-sector employees to unionize. Second, additional state and federal public-employer collective-bargaining legislation will be forthcoming. Third, an increased burden on public finances will lead to public versus private employee political confrontations regarding allocation of economic resources. Fourth, federal financing of public education will increase, perhaps leading the way for increased federal financing of all public enterprises. Fifth, viable alternatives to strikes will be developed for public employees, with their application possibly spreading to the private sector. Sixth, new scope of bargaining examples that emphasize shared authority in decision making will influence trends in private-sector labor-management relations. Finally, militancy in behalf of professional objectives will establish precedent for seeking social change through general strikes of public employees. (Author/DE)

ED 121 640 SO 008 978

Craft, Roxanne G. F. And Others
Some Comparisons Between Traditional Lecture and PSI Instruction: Student Satisfaction.

Pub Date 75
Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, August 1975); Parts of document may not reproduce clearly due to marginal quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Course Organization, Educational Research, Higher Education, *Individualized Instruction, *Lecture, Pacing, Participant Satisfaction, Programmed Instruction, *Psychology, *Student Attitudes, *Teaching Methods

Identifiers—*Personalized System of Instruction, PSI

Research designed to compare student satisfaction between a traditional-lecture psychology course and a personalized system of instruction (PSI) course is described. Students compared two identical courses in personality taught by the

same instructor. Students were generally more satisfied with the PSI course. The results are that they found the assignments more mutually reinforcing, and felt that the PSI course introduced more new ideas, concepts, and methods; rated their satisfaction with the instructor higher in the PSI course because they believed that he showed more enthusiasm and placed the course within a larger context than the traditional lecture course; and rated their own performance higher and believed that they prepared more for the class sessions and participated more in class discussion. (Author/DE)

ED 121 641 SO 008 982

Banks, James A. Gay, Geneva
Ethnicity in Contemporary American Society: Towards the Development of a Typology.

Spons Agency—National Academy of Education, Washington, D.C.
Pub Date [75]

Note—24p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Classification, *Cultural Images, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Ethnic Relations, *Ethnic Studies, Higher Education, Minority Groups, Social Sciences, *Typology

This paper delineates some basic characteristics of ethnic groups in contemporary American society and develops a typology for defining and classifying ethnic groups which is more consistent with the current characteristics of ethnic groups than many existing definitions and typologies. Several social forces have changed the characteristics and relationships of ethnic groups in the United States since the major concepts and theories related to ethnic groups and ethnicity were formulated. As a result, new concepts and generalizations are needed to adequately describe the characteristics of the "new" ethnicity. The functions served by ethnic group affiliation suggest that there are several ways of classifying ethnic groups and determining the degrees to which various racial and ethnic groups manifest these identified characteristics. Several types of ethnic groups are identified, including cultural, economic, political, eco-political, and holistic. While every American is a member of an ethnic group, the authors conclude that ethnicity manifest itself in diverse forms in modern American life, and that Americans belong to many different kinds of ethnic groups. The degree to which a particular cultural, nationality, or racial group is ethnic varies with a number of social, economic, and political conditions within the society. (Author/JR)

ED 121 642 SO 008 984

Engel, Martin
A Collection of Five Short Essays on the Humanization of Education.

Pub Date [75]

Note—73p.; Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Child Care, *Day Care Services, *Educational Alternatives, *Educational Change, Educational Facilities, *Educational Philosophy, Educational Theories, Essays, Higher Education, *Humanistic Education, Humanization, Models, Open Education

Five short essays by the same author comprise this document on humanistic education. The essays deal with defining humanism, day care centers, the politics of educational change, learning facilities, and a parable about education. In the first essay, the author sets out to define humanistic education. Education should not be concerned as much with productivity as finding ways for human beings to relate to one another, in or out of schools, and as a way of maintaining a balance between individuals and the institutions that engulf them. The second essay emphasizes that day care must not isolate the child from the family. Instead, it must expand and create the feeling of family to meet a child's basic need. The need article focuses on the politics of educational reform. The author stresses the need for citizens to take an active role and become involved in our children's education. He offers ways in which educational change through citizen participation can be achieved. The purpose of the fourth essay is to suggest a number of alternatives to the present school system. For example, the mobile-home model suggests that schools are not primarily buildings, but rather they are adaptable facilities. The last essay is a tongue-in-cheek

parable relating to the processes of education. (Author/JR)

ED 121 643 SO 008 987

Kirschenbaum, Howard And Others
In Defense of Values Clarification.

Pub Date 75
Note—8p.

Available from—National Humanistic Education Center, 110 Spring Street, Saratoga Springs, New York 12866 (\$0.40, discounts available)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Classification, Educational Development, *Educational Philosophy, Educational Theories, Elementary Secondary Education, Higher Education, *Moral Development, *Moral Values, Social Sciences, *Values
Identifiers—*Values Clarification

In this position paper, the authors respond to the frequent criticisms and charges that values clarification is value free, relativistic, superficial, and without a cogent theoretical or research base. The authors first examine values clarification as theory. As originally developed by Rath, values education is a theory based on the thinking of John Dewey. Although not a complete theory, it does complement other partial theories of value and moral development, and it should not be seen as superficial. Some of the main elements of the theory are examined, including the methods and goals and the valuing process itself. Secondly, because of the nature of the valuing process, it cannot be assumed that values clarification is value free or relativistic. Students are continually encouraged to develop their values and certain kinds of choices are promoted over others. For example, critical thinking is preferred over noncritical thinking, and choosing freely is considered better than yielding passively to authority. Lastly, research and theory in the areas of moral reasoning are expanding, providing a growing body of theoretical and research data. Some of the available research is examined. On a final note, recommendations for the future of values clarification are discussed. (Author/JR)

ED 121 644 SO 008 990

Earle, Ralph B., Jr., Ed.

PSI and Political Science: Using the Personalized System of Instruction to Teach American Politics. Instructional Resource Monograph, No. 2.

American Political Science Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75
Note—107p.

Available from—American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$3.50 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Government (Course), Course Descriptions, Course Organization, Higher Education, *Individualized Instruction, Individualized Programs, *Pacing, *Political Science, Programmed Instruction, *Teaching Methods

Identifiers—*Personalized System of Instruction, PSI

Designed to improve undergraduate political science instruction, this booklet contains four essays on how to integrate the Personalized System of Instruction (PSI) teaching method into an introductory American government and politics course. The essays discuss the basic components and current applications of PSI. The first essay sets forth the basic concepts of PSI and reviews how it has been used and with what results since its initial adoption in the United States in 1966. The second essay is a practical description for implementing the method in political science. The third essay discusses the relative strengths and weaknesses of using PSI in a political science course. The appendices to the third essay include a sample course outline and sample teaching materials for one PSI course on American politics. The fourth section presents an annotated bibliography of books and papers on PSI. (DE)

ED 121 645 SO 008 993

Lakatis, Stanley

Music: For the Performers or the Populate.

Pub Date [75]
Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Development, *Educational Objectives, *Educational Philosophy, *Music Education, Music Techniques, Music Theory, Secondary Education, Teaching Techniques

This position paper presents two sides of an unsettled issue in high school music education: whether the purpose of music education programs should be the development of individuals as potential user-consumers or as future performers of music. The placement of students into either of the distinct categories presents an acute instructional problem in music. Both the school and/or the individual music teacher's philosophy concerning this issue can determine the course of the music curriculum and methods of instruction. As a result, most music education programs fit students into one category without considering the other. In addition to presenting pro and con arguments of the controversy, the paper can serve as a guide for educators who wish to determine the direction and focus of their music programs. Concomitantly, the paper is intended to stimulate observations and aid in the selection of philosophical, curricular, and instructional aspects of a music program. (Author/JR)

ED 121 646 SO 008 994

Lybarger, Michael

Origins and Rationale of the Early Social Studies Curriculum: 1900-1916. Draft.

Pub Date Nov 75

Note—32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 25-29, 1975); Some parts may not reproduce clearly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Civics, *Curriculum Development, *Educational History, Educational Philosophy, Elementary Secondary Education, History Instruction, Social Sciences, *Social Studies

This paper presents an historical perspective on social studies curriculum development from 1900 to 1916. The author's main purpose in tracing the originals and rationale of social studies during these years is to locate the educational thought that resulted in the creation of the social studies in its societal context. The paper discusses specific civics and social studies curricula, reports from the Social Studies Committee of the Commission on the Reorganization of Secondary Education (CRSE), and early social studies textbooks. The paper focuses on the committee's recommendations about the problems of democracy and the history courses. It is concluded that, in contrast to the situation of social studies education today, the demand for social efficiency upon the development of social studies in its formative years was immediate and significant. The report recommends that school personnel make a more concentrated effort to consider their work in an historical context. References are included. (Author/DB)

ED 121 647 SO 009 001

Eisenstein, James

Presidential Primaries of 1976: Where? When? What? Why? Grass Roots Guides on Democracy and Practical Politics.

Center for Information on America, Washington, Conn.

Report No—54
Pub Date 76

Note—18p.

Available from—The Center for Information on America, Box C, Washington, Connecticut 06793 (1-9 copies \$0.50, 10-99 copies \$0.45, 100-499 copies \$0.40, 500-999 copies \$0.35)

Document Not Available from EDRS

Descriptors—*Elections, Financial Support, Political Affiliation, Political Science, *Politics, *Presidents, Social Sciences, Voting

Identifiers—*Presidential Primaries

The purpose of this guide is to describe primary election changes, clarify some of the questions people ask about primaries, and help readers understand the primaries' role in choosing the president in 1976. Primaries in 1976 differ in three important respects; the number of states that hold primaries has increased substantially, the rules used to select delegates have been modified for the Democratic primaries, and the way candidates in both parties finance their primary campaigns has changed significantly. The booklet begins with an examination of the origins and purposes of presidential primaries. Section

headings are the following: What Are Presidential Primaries? The Growing Number of Primaries; Types of Presidential Primaries; How Are Primary Campaigns Financed? How Candidates Enter Primaries; Why Candidates from the "Out" Party Decide to Enter or Avoid Primaries; Which Primaries to Enter? Primaries in the President's Party; Summary: What Do Primaries Do; and Understanding the Primaries in 1976. (Author/ND)

ED 121 648 SO 009 003

Gardner, John W.

Citizen Action Can Turn Things Around.

National Education Association, Washington, D.C.

Pub Date 75
Note—16p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0948-7-00, \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Citizen Participation, Citizenship Responsibility, Constitutional Law, Democratic Values, *Federal Government, *Government Role, Opinions, Political Attitudes, *Political Power, *Politics, Power Structure, United States History

Identifiers—*Common Cause

In this document, the author points out that Americans have lost confidence in the government and political processes and shows how Common Cause can help restore trust in our institutions. Over the years, since the signing of the Constitution, Americans have believed that their political system was one in which they had a voice and that the system could be made to work. Recently, however, the opinion of the American people changed. The notion of self-government was replaced by the concept of federal government because the nation had become too big and too complex, resulting in less understanding and desire by individuals to participate in the process of government. To restore confidence and trust in governmental institutions, it is necessary to build a political and governmental process that is open, accountable, and unbought—a political and governmental process in which citizens can believe and place their trust. The overall goal is to preserve the constitutional system and constitutional liberty. Before that happens, however, some basic problems need to be overcome. It is necessary to build both a strong presidency and executive branch and, at the same time, strengthen the instruments which hold them accountable. The most important problem is providing protection against abuse of governmental power. A strengthened role for organizations such as Common Cause can be used as a check against abuses of power. Common Cause can reestablish the link of accountability between citizens and their elected representatives. (Author/JR)

ED 121 649 SO 009 005

Cousins, Norman

Truth in Government.

National Education Association, Washington, D.C.

Pub Date 75
Note—12p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0949-5-00, \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Credibility, *Federal Government, *Foreign Policy, Government (Administrative Body), *Government Role, Opinions, Political Issues, Political Power, *Politics, World Affairs

In this position paper the author examines truth in government. Examination of recent political events, especially in areas of foreign policy, reveals that the government has assumed the right to decide what truths are to be told and when they are to be told. To return to the principles developed by the members of the Constitutional Convention of 1787, the government must become one of laws and not of men. Today it is possible for men in government to become greater than the laws they have sworn to uphold. The problems of secrecy in government will not be solved until increased attention is given to refurbishing and bolstering the basic principles of society. United States foreign policy can no longer be involved in the political games of other

countries. Only by rallying around principles that command widespread response—principles concerned with basic human decency and human rights and not with shadowy balance-of-power and balance-of-power strategies—can the United States succeed in the world political arena. If the United States works first toward truth in government, then world law can become the single objective of its foreign policy. (Author/JR)

ED 121 650 SO 009 006

Dante, Harris L.
Economics in a Modern Social Studies Program.
Pub Date [76]
Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Consumer Economics, Curriculum Development, *Curriculum Planning, *Economic Education, *Economics, Educational Improvement, Elementary Secondary Education, Higher Education, Interdisciplinary Approach, *Social Problems, Social Sciences, *Social Studies, Teacher Education

The role of economic education in the "new social studies" of the 1970s is discussed. Based on the premise that a sound understanding of economics must be a part of the preparation of anyone who would teach social studies, it follows that 1) good instructional material must be developed; 2) teacher education institutions must improve their instructional programs; 3) collegiate centers for economic education should be developed; 4) social studies teachers must think of themselves as social scientists who are aware of views of specialists in the field; and 5) economic principles should be integrated wherever possible at all grade levels. Economists need to apply economic theory to social problems and cooperate, in spite of ideological differences, to find solutions. Because economics is generally offered in school curriculum as part of a social studies program, it should focus on contemporary issues with a problems or decision-making approach rather than attempt to serve as a complete independent course. In conclusion, economics has an important contribution to make to an interdisciplinary, social issues oriented social studies program of the 1970s, and efforts to strengthen the place of economics in social studies and to improve the teaching of economics must continue. (Author/DB)

ED 121 651 SO 009 010

Bach, G. L.
What Is a Principles Course in Economics?
Pub Date 73

Note—24p.; Paper presented at the workshop for college instructors by the American Economic Association and Joint Council on Economic Education (Bloomington, Indiana, August 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Instruction, Computer Assisted Instruction, *Course Descriptions, Course Evaluation, *Economic Education, Economics, Educational Innovation, *Educational Objectives, Higher Education, Programmed Instruction, Speeches, *Teaching Techniques

Designed to improve undergraduate economics instruction, this paper outlines general learning theory and describes two innovative courses in elementary economics. The courses are based on the objectives that economic learning should be generally applicable to different problems which a student will face in the future and that economics concepts be simple and important enough for a student to remember and use independently. Consequently, the contents of most introductory economics courses need to be condensed to contain essential information for a student to know and retain after the course ends. Twenty major economic concepts that are essential for an introductory economics course are listed in order to help teachers reduce content load. Two courses based on these criteria and objectives are described. The second course has been taught recently and incorporates the innovative techniques of programmed instruction, case studies, and macrocomputer simulation games. Student retention of the concepts after completing the course is positive for both courses. (Author/DE)

ED 121 652

Frech, William Paul, Jr.

An Analysis of the Effect of the Anthropology Curriculum Project Material, "The Concept of Culture," on the Ethnocentric Attitudes of Fourth Grade Students.

Pub Date 73

Note—301p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31883; MF \$10.00, Xerography \$20.00)

Document Not Available from EDRS

Descriptors—Affective Behavior, *Anthropology, *Changing Attitudes, Cross Cultural Studies, Cultural Awareness, Cultural Images, Discriminatory Attitudes (Social), Doctoral Theses, *Educational Research, Elementary Education, *Ethnocentrism, Program Effectiveness, *Student Attitudes

Identifiers—*Anthropology Curriculum Project

This doctoral thesis analyzes the effect of the Anthropology Curriculum Project (ACP) materials, "Concept of Culture," on the ethnocentric attitudes of fourth-grade students. Twenty-two fourth-grade public-school classes in Georgia served as the sample population. The hypotheses were that classes using the ACP materials would evidence less ethnocentrism by scoring significantly higher on a posttest and on a delayed post-test ethnocentric attitude scale than would classes using their regular social studies materials; and they would evidence a significant, positive correlation between knowledge of anthropology and moderation of ethnocentrism. The results indicate that the project materials facilitate a moderation of the extreme forms of ethnocentrism as measured by ethnocentric attitudes toward the foreign culture of India. The moderation in ethnocentrism produced by the materials is retained after the materials are no longer in use. There is a significant correlation between the amount of anthropology students learn and the materials. Since the materials used in this study are cognitively based materials which were not written to moderate ethnocentrism, the fact that such moderation occurred may indicate that cognitive training in certain concepts of anthropology may be used to achieve affective objectives. (Author/DE)

ED 121 653 95 SO 009 012

Allen, Rodney F.

The Ethics of Environmental Concern: A Rationale and Prototype Materials for Environmental Education Within the Humanistic Tradition. Final Report, Volume 2.

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—R021079

Pub Date 30 Sep 73

Grant—OEG-0-72-5145

Note—202p.; For related documents, see SO 009 013-015

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—City Problems, Class Activities, Creative Development, Elementary Secondary Education, *Environmental Education, Instructional Materials, *Learning Activities, Skill Development, Slow Learners, Social Studies, *Social Studies Units, *Urban Culture, *Urban Environment

Identifiers—*Environmental Education Project

As part of the series of student materials developed by the Environmental Education Project at Florida State University, this volume contains three instructional units on urban environment. Designed for upper-elementary and secondary students, the materials require only low-level reading abilities while insisting on high-level participation. The first unit contains 59 student activities and exercises to help students develop sensitivity toward and awareness of their natural and man-made environments. Unit 2, on city environment, provides 39 student activities and exercises which require students to express themselves creatively. These activities make use of a student's imagination and ability to fantasize and express private thoughts via art, music, dance, stories, poetry, drama, and invention. Unit 3 contains three lessons which stress students' social

participation in the life of their community. These three lessons contain 46 separate activities and exercises designed to help students develop communication and group experience skills and then apply these skills to community problems. Each unit also contains instructional objectives and procedures. (Author/DE)

ED 121 654 95 SO 009 013

Allen, Rodney F.

The Ethics of Environmental Concern: A Rationale and Prototype Materials for Environmental Education Within the Humanistic Tradition. Final Report, Volume 3.

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—R021079

Pub Date 30 Sep 73

Grant—OEG-0-72-5145

Note—92p.; For related documents, see SO 009 012-015

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*American Culture, *American Literature, American Studies, Cultural Factors, Environment, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Life Style, Secondary Education, Social Studies, *Social Studies Units, United States History, *Values

Identifiers—*Environmental Education Project

As part of the series of student materials developed by the Environmental Education Project at Florida State University, this volume contains three units for American history, American studies, and American literature courses. Selected readings from literature are presented to help students examine human values about the environment from an historical perspective. Designed for secondary students, each unit begins with an analytical model to test the values and life-style dispositions in the reading selections. The first unit examines six literature selections from colonial and early American history, using a model developed by anthropologist Clyde Kluckhohn. This model provides an ideational relationship between goals, values, and commitments exhibited in the literature selections. The second unit employs the creative process model of landscape architect, Lawrence Halprin, to examine environmental values from seven literature selections written around the turn of the century. The final unit requires students to analyze life-styles from seven literature selections about the present and future using a set of value-clarification questions. Each unit includes a set of student discussion questions and teaching objectives. (Author/DE)

ED 121 655 95 SO 009 014

Allen, Rodney F.

The Ethics of Environmental Concern: A Rationale and Prototype Materials for Environmental Education Within the Humanistic Tradition. Final Report, Volume 4.

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—R021079

Pub Date 30 Sep 73

Grant—OEG-0-72-5145

Note—170p.; For related documents, see SO 008 012-015

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*American Culture, *Cross Cultural Studies, Cultural Factors, Environment, *Environmental Education, Global Approach, Instructional Materials, Junior High Schools, Learning Activities, *Life Style, *Population Education, Population Growth, *Social Studies Units, Values, World Problems

Identifiers—*Environmental Education Project

As part of the series of student materials developed by the Environmental Education Project at Florida State University, this volume contains three instructional units dealing with population growth and perception of the environment. Designed for junior high students, each unit contains an extensive introduction to orient a teacher to the major concerns, rationale, objectives, lesson plans, student materials, and evaluation com-

ponents. Unit 1 includes 16 student activities that require students to examine the variables of population change, problems of population growth, the various stages of population growth, and ethical questions about the need to maintain a balanced relationship between population size and the natural environment. Unit 2 contains 11 activities about how various world cultures perceive the environment. Unit 3 includes 12 student activities in which students reflect on the economic development of the United States and its implication on both the natural and international environmental situation. (Author/DE)

ED 121 656 95 SO 009 015

Allen, Rodney F.

The Ethics of Environmental Concern: A Rationale and Prototype Materials for Environmental Education Within the Humanistic Tradition. Final Report, Volume 5.

Florida State Univ., Tallahassee.

Spans Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—R021079

Pub Date 30 Sep 73

Grant—OEG-0-72-5145

Note—96p.; For related documents, see SO 009 012-014

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Chinese Culture, Class Activities, Environment, *Environmental Education, Ethics, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Life Style, Poetry, Secondary Education, Self Actualization, Social Studies, *Social Studies Units, *Values

Identifiers—*Environmental Education Project

As part of the series of student materials developed by the Environmental Education Project at Florida State University, this volume contains three diverse instructional units integrating values and environmental education. Designed for secondary students, each unit contains lesson plans, objectives, and student readings. Unit 1 provides eight student activities focusing on the effect of ancient Chinese values and modern philosophy on Chinese life-styles and attitudes toward the environment. Unit 2 lists the components of student "messing about" kits which contain familiar objects such as pictures, seeds, booklets, and cans as well as instructional media. Students examine the objects in the kit in order to arrive at greater environmental awareness and clarify their values about the life-styles necessary to maintain a balanced relationship with nature. Unit 3 uses poetry and personal reflections about trees to involve students in man's disposition toward nature and others. (Author/DE)

ED 121 657 SO 009 023

Walstad, William B., Ed.

Annotated Bibliography of Microeconomic Analysis for Consumer Economics Workshop, June 16-June 27, 1975.

Pub Date [75]

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Consumer Economics, *Consumer Education, Credit (Finance), *Economic Education, Economics, Purchasing, Resource Materials, Secondary Education

Two hundred and fifty-eight books, pamphlets, periodicals, games and simulations, films, filmstrips, multimedia packages, tours, and speakers on microeconomic analysis for consumer economics are listed in this annotated bibliography. Designed for secondary-level students, the materials were published between 1960 and 1970 by both major publishers and corporate businesses. Each annotation describes the grade level, specific contents, educational objectives, and economic concepts. The major portion of the bibliography is devoted to books, pamphlets, and filmstrips. The suggestions for speakers and tours are mainly limited to the Minneapolis and St. Paul, Minnesota area. (DE)

ED 121 658 SO 009 027

Maehr, Martin L.

Sociocultural Origins of Achievement. Basic Concepts in Educational Psychology Series.

Pub Date 74

Note—111p.

Available from—Brooks/Cole Publishing Company, 555 Abrego Street, Monterey, California 93940 (\$3.95 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, Cross Cultural Studies, *Cultural Background, Cultural Differences, Educational Psychology, Elementary Secondary Education, Group Norms, Intellectual Development, Intelligence Differences, Language, Low Achievement Factors, Minority Groups, *Motivation, Personality, Social Differences, Socioeconomic Background, Sociology

This study is designed to determine the social and cultural factors influencing an individual and the ways which these factors mold achievement patterns. The book is intended for those who have a broad and general interest in education—teacher candidates, administrators, teachers, and certain lay persons. An objective is to make educators aware of cultural differences, particularly of those differences that affect teaching, learning, and achievement. The six chapters in this brief volume deal with topics such as culture, class, group, and person; culture and capacity to achieve; culture and will to achieve; and person, situation, and achievement. Chapter one, the introduction, discusses and defines the nature of achievement. Chapter two focuses on the nature of social contexts, discussing how they might be characterized or how they vary. Chapter three is concerned with the intellectual capacity to achieve: language, perception, and cognition. Chapters four and five deal with the motivation to achieve. The author draws heavily on cross-cultural studies in language, perception, and cognition which have implications for teachers who work in cross-cultural settings. The concluding chapter suggests that a little learning in the field of the sociocultural origins of achievement can be a dangerous thing due to the delicate balance among all factors which interact to produce this achievement. (Author/DB)

ED 121 659 SO 009 029

Classification of Educational Systems in OECD Member Countries: Iceland, New Zealand, Portugal.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—80p.; For related documents, see ED 067 347, 068 409, 076 453, 081 647, 081 713, 086 598, 113 233, and SO 009 030; Not available in hard copy due to marginal print quality of original

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classification, Comparative Analysis, *Comparative Education, Early Childhood Education, Elementary Secondary Education, *Foreign Countries, Higher Education, Special Education, Statistical Data, Teacher Education

Identifiers—*Educational Systems, Iceland, New Zealand, Portugal

The present volume is one of a series intended to provide a comparative view of the educational systems of member countries of the Organization for Economic Cooperation and Development (OECD). The purpose of the series is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. In this volume the educational systems of Iceland, New Zealand, and Portugal are classified by type of education which includes the following: Preprimary, Primary, Secondary, Higher Education, Technical Education, Special Education, and Teacher Education. The information provided for each type includes length of studies, admission requirements, certification conferred, organization of studies on a full-time or part-time basis, and other information of possible interest. Definitions of terms used in the OECD classification are provided, as well as short bibliographies, which give sources of information regarding the educational institutions of each country. (Author/RM)

ED 121 660 SO 009 030

Classification of Educational Systems in OECD Member Countries. Summary Volume.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—52p.; For related documents, see ED 067 347, 068 409, 076 453, 081 647, 081 713, 086 598, 113 233, and SO 009 029; Not available in hard copy due to marginal print quality of original

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Classification, Comparative Analysis, *Comparative Education, Early Childhood Education, Elementary Secondary Education, Foreign Countries, Higher Education

Identifiers—*Educational Systems

This volume explains and summarizes the classification system developed by the Organization for Economic Cooperation and Development (OECD) to provide a basis for collection of internationally comparable education statistics from member countries. The publication, which supplements the OECD published series describing the educational systems of OECD member countries, is intended to provide a simple guide to the type of educational activity included under the headings used and to facilitate comparisons between countries. In the volume's first part, the principal terms used in the classification system and in other OECD documents dealing with education are defined. Part 2, which comprises the major portion of the document, presents synoptic tables showing the different types of education or instruction for each country classified under the appropriate headings of the standardized classification. (Author/RM)

ED 121 661 SO 009 031

Sunnana, Olav, Ed.

Survey of Educational Research in Norway, 1971-1972.

Royal Ministry of Church and Education, Oslo (Norway).

Pub Date 15 Nov 72

Note—81p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Education, Educational Innovation, Educational Problems, *Educational Research, Educational Researchers, *Educational Trends, Financial Support, Institutional Research, National Programs, *National Surveys, Research Methodology, *Research Projects, Research Reviews (Publications), Sampling

Identifiers—*Norway

Part of a series of biennial national surveys, this document is the result of an international project undertaken by member governments of the Council of Europe. The volume is a study of Norwegian educational research projects that were in progress during 1971-1972. The basis of the survey was a questionnaire developed by the Council of Europe. Responses were received from 11 research institutions, covering a total of 41 projects. Projects are listed alphabetically by description. Data for each include title, organization/institute, name of researcher, progress status, bibliographic references, background and aims, sample size and composition, methods, findings, personnel, time schedule, and financial source. The document concludes with a monograph on the major trends in educational development in Norway in 1971-72 and 1972-73: major educational problems, new orientations, educational innovations, and educational research. (ND)

ED 121 662 SO 009 035

1976 Michigan Social Studies Textbook Study: A Study of Senior High School Government Textbooks.

Michigan State Dept. of Education, Lansing.

Pub Date 76

Note—143p.; For related documents, see ED 077 788 and ED 091 273

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*American Government (Course), Civics, Content Analysis, Cultural Awareness, Minority Groups, *Multicultural Textbooks, Political Science, Secondary Education, *Social Studies, State Surveys, Textbook Bias, Textbook Content, *Textbook Evaluation, Textbook Research, Textbooks, Textbook Standards

Identifiers—Michigan

This 1976 review by the Michigan Department of Education of senior high school government

textbooks used in Michigan schools suggests that the majority of textbooks are "grossly lacking" in terms of the fair inclusion of the "achievements and accomplishments of ethnic and racial groups," as specified in Act 127 (Social Studies Textbook Act) of the Public Acts of 1966. To determine the acceptability of 12 recently published and widely used government textbooks, 18 Michigan educators were selected to write two reviews each (36 reviews total). The books were noted on a five-point scale from excellent to very poor. Of the 12 books rated, 17 percent were rated excellent; 19 percent were rated good; 28 percent were rated fair; 36 percent were rated poor, and no books were rated very poor. Chapter titles of the study include (1) Introduction; (2) Government-Related Courses in American Education: A Historical Review; (3) Government-Related Courses in Michigan Schools; (4) Design of the 1976 Social Studies Textbook Study; (5) Results and Discussion; and (6) The Government Textbook Reviews. Appendices are included. (Author/DB)

ED 121 663 SO 009 036
Sells, Lucy W.

The Mathematics Filter and the Education of Women and Minorities.

Pub Date Feb 76
Note—20p.; Paper presented at Annual Meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Achievement Rating, College Entrance Examinations, Cultural Factors, Educational Opportunities, Equal Education, Ethnic Status, Higher Education, *Mathematical Experience, *Mathematics Education, *Minority Groups, Nondiscriminatory Education, Secondary Education, *Secondary School Mathematics, Sex Differences, *Womens Education

Level of high school mathematics achievement acts as a critical filter to eligibility for undergraduate admission of minorities, particularly blacks, and effectively limits their opportunities in the world of work. Level of high school mathematics achievement acts, also, as a critical filter in keeping women from free choice of an undergraduate major and, thus, effectively limits their opportunities in the world of work as well. A questionnaire survey, based on information presented in a 1973 study of San Francisco high school students and on the 1965 Coleman Report on 12-grade median achievement in mathematics nationwide, was presented to social science students at the University of California in 1973 to determine the specifics of their mathematical background. Dissemination of factual information on mathematics background to students, parents, teachers, counselors, and administrators should help overcome sex and ethnic differences by calling attention to the problem and implications of lower mathematics achievement among women and minority groups. The data provide an opportunity for a value-free consideration of what happens differently at home, among peers, and in the classroom to produce observable behavior differences. The data provide, also, an opportunity for all of us to contribute solutions to the problem, regardless of sex, ethnicity, or role and status in the educational, economic, or political system. (Author/DB)

ED 121 664 SO 009 037
Wise, John H., Comp.

Geography in Education: A Bibliography. Bulletin 17.

Canadian Association of Geographers, Montreal (Quebec).
Pub Date 28 Aug 74

Note—18p.; Prepared by the Education Committee

Available from—Canadian Association of Geographers, Burnside Hall, McGill University, P.O. Box 6070, Montreal H3C 3G1, Quebec (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Bibliographies, Comparative Education, *Geography, *Geography Instruction, Secondary Education, Social Studies, Teaching Techniques

This selective bibliography provides a listing of 202 English-language books and articles dealing with geography in education. The bibliography is divided into three sections. Section 1 lists 56 books published between 1964 and 1974 that treat the nature and function of geography as an

academic discipline. Section 2 lists 98 books published in the last decade that are specifically concerned with the teaching of geography in secondary schools. Section 3 lists 47 journal articles focusing on teaching from Canadian, American, British, and Australian journals published since 1970 which reflect both the principles and the practice of geography. (DE)

ED 121 665 SO 009 040
Newland, Kathleen

Women in Politics: A Global Review. Worldwatch Paper 3.

Worldwatch Inst., Washington, D.C.
Pub Date Dec 75

Note—48p.
Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00, 2-10 copies \$1.50, 11-50 copies \$1.25, 51 or more copies \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Changing Attitudes, Citizen Participation, *Females, Political Attitudes, *Political Influences, Political Power, *Politics, Role Perception, *Sex Discrimination, *Trend Analysis

The changing role of women worldwide and its impact on politics, economic development, and social structures is examined. Inadequate education, lack of access to channels of influence, and prejudice generally hamper women in exercising the political rights they are now given by most countries in the world. Priority should be given to those political areas which constitute meaningful exercise of political power, rather than simple, formal political equality, which is already by law extended to all but one-half of one percent of the world's female population. The implication of these findings is that future political development should focus on 1) appointment of women to high-level offices such as cabinet ministries, governorships, and subcabinet posts in not only the "safe-issue" areas of health, welfare, and social services, but also in the fields of agriculture, planning, commerce, finance, and foreign affairs; 2) consideration of women's qualifications for high political leadership, other than close association with a prominent male politician; 3) a breaking down of the pyramid structure of Civil Service which exists in many countries and is exhibited by an underrepresentation of women in the higher executive and middle-ranking levels; 4) a greater commitment by state and local political units to encourage active participation by women; and 5) more representation by women in all realms of political parties, not just in women's divisions or clubs. It can be concluded that, in spite of prejudice and ignorance, the political status of women is in the process of major and lasting change. (Author/DB)

ED 121 666 SO 009 041
Sironen, Dorothea May E.

Literary Survey of Contemporary Trends in Education and Music Education and Its Implications for an Innovative Approach to the General Music Program in Elementary Education.

Pub Date Jul 75
Note—305p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Course Descriptions, Doctoral Theses, Educational Innovation, *Educational Trends, Elementary Education, *Interdisciplinary Approach, Literature Reviews, Music, *Music Education, *Social Studies, *Teaching Methods

The purpose of this doctoral thesis was to investigate some of the major issues, principles, and practices in education and music education to provide direction in planning and implementing more realistic and comprehensive music programming at the elementary level. The inquiry into current educational trends outside of the specialized area of music was undertaken as an initial step in eradicating the "music-in-isolation" notion that tends to pervade much of music education. Specifically, the study asked whether contemporary elementary music programs are directed toward meeting the intellectual, cultural, and artistic needs of children in a changing society. On the basis of the literature examined, the need remained to produce a music program which exemplified how the theory and history of music could be applied to actual performance in creative ways. Based on the inequities of current

educational practice, a broad-based humanities and social-studies oriented program entitled "Music and Social Studies: An Interdisciplinary Approach," is described. The program design reflects a conscious concern to (1) synthesize both musical and social learning; (2) develop both individual and interpersonal skills; and (3) guide the development of students' interests, attitudes, values, and judgments toward both musical and human phenomena. (Author/DE)

ED 121 667 SO 009 042
Walcott, Charles Walcott, Anne

Simple Simulations: A Guide to the Design and Use of Simulation/Games in Teaching Political Science. Instructional Resource Monograph No. 3.

American Political Science Association, Washington, D.C.

Pub Date 76
Note—85p.

Available from—American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$3.50 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, Educational Games, Educational Objectives, *Games, *Game Theory, Higher Education, Material Development, *Political Science, Resource Materials, *Simulation, Teacher Developed Materials, *Teaching Methods

Designed to improve undergraduate political science instruction, this monograph provides a guide to the design and use of simulations and games in the political science classroom. The book is divided into five chapters that stress the legitimate need and use of simulations and games. Chapter one outlines the background of simulations and games and describes the obstacles, constraints, resources, number of participants, timing, physical layout, and control necessary to make effective use of the materials. Chapter two reviews research on the effectiveness of simulations and games as a teaching method. Chapter three discusses educational objectives and goals of simulations. Emphasis is placed on such objectives as decision making, negotiation and bargaining, legislative structure and process, and systemic models. Chapter four concentrates on how to design and build your own simulation. Chapter five focuses on helpful hints for the implementation and use of simulations in the classroom. The appendices describe four sample simulations that may be useful for potential designers. An annotated bibliography of simulation references is also included. (DE)

ED 121 668 SO 009 043
Vose, Clement E.

A Guide to Library Sources in Political Science: American Government. Instructional Resource Monograph No. 1.

American Political Science Association, Washington, D.C.

Pub Date 75
Note—137p.; For a related document, see SO 009 042

Available from—American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$4.00 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Government (Administrative Body), Government Publications, Higher Education, Information Retrieval, *Library Guides, Library Instruction, *Library Reference Services, Library Skills, *Political Science, *Reference Materials, Resource Materials

Written for librarians and teachers, this monograph is a guide to documentary and reference sources in political science. The book is divided into three topic areas which help facilitate the location and retrieval of hundreds of source books. Part one focuses on the American federal government and explains what sources are available from or about government publications, the Constitution, the Congress, the executive branch, and the federal courts. Part two is a guide to general reference works about political science including almanacs, biographies, political dictionaries, and encyclopedias. Part three provides research tips for how to use the library most effectively and suggests ways to take full advantage of national archives, files, and manuscripts. (DE)

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ED 121 669 95 SO 009 044
Home-School Differences in Political Learning: Television's Impact upon School Children's Perceptions of National Needs. Final Report.

Foreign Policy Research Inst., Philadelphia, Pa.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Bureau No.—BR-3-2406
 Pub Date 74
 Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Civics, Elementary Education, *Family School Relationship, Intermediate Grades, *News Media, News Reporting, Political Attitudes, *Political Influences, Political Issues, *Political Socialization, Politics, Program Content, Social Science Research, Social Studies, Television, *Television Viewing

This study examines the relative impact of classroom and nonclassroom sources of political information on the political awareness of students in grades 4, 5, and 6. To this end, (1) the sociopolitical content of a classroom source of political information, the "Weekly Reader," is analyzed and compared to the content of evening network news; (2) the media habits of a sample of 346 students, as well as their parents and teachers, are explored; (3) the perceptions of national needs and priorities expressed by the students are examined and linked to their use and evaluation of news sources; and (4) the development of political awareness over time is considered. Data show little overlap between issues emphasized in the "Weekly Reader" and television news, and analysis of media habits shows that most students view television news irregularly or rarely. No differences are observed between viewers and nonviewers with respect to how students in each group would construct civic agenda, and children are found to draw their political agenda from both classroom and nonclassroom sources of information. Based on the findings, a number of proposals and considerations for curricula reform and future research are discussed. (Author/ND)

ED 121 670 SO 009 045
Educational Research in Finland 1973. Revised.
 Jyväskylä Univ. (Finland). Inst. for Educational Research.
 Pub Date 74

Note—343p.; For a related document, see ED 090 077; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, *Educational Research, Educational Researchers, Foreign Countries, Higher Education, *Institutional Research, *National Surveys, Research Methodology, *Research Projects
 Identifiers—*Finland

One-hundred and two ongoing projects and 66 completed projects are described in this survey of educational research in Finland. This is the second English-language survey of Finnish educational research, the first of which covered the years 1971-72. The research projects are concerned with such topics as educational objectives; curriculum; evaluation; preschool, elementary, secondary, and higher education; vocational education; teacher education; language and second language development; educational history, philosophy, and theory; and educational planning.

The following information is included for each research institute listed: (1) title of research being conducted; (2) names of researchers; (3) bibliographical reference indicating where a report on the research has been or will be published; (4) background, aims, and methodology of project; (5) starting and completion dates; (6) source of finance; and (7) subject descriptors. Separate indexes for descriptors in English, French, and German and an index of researchers are provided. (Author/MK)

ED 121 671 SO 009 046
 Allen, Rodney F. LaHart, David
Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Warp to Environmental Education. Final Report.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—State Univ. System of Florida, Tallahassee.
 Pub Date 76

Note—70p.; For related documents, see ED 100 734, 103 325, 106 213, 107 579, and 107 583
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Cooperation, *Community Programs, Ecology, Elementary Secondary Education, *Environmental Education, Leadership Training, Museums, *Outreach Programs, Program Descriptions, Program Evaluation
 Identifiers—Higher Education Act Title I

This document is the final report of the Community Leaders' Training in Environmental Studies Project conducted at Florida State University. The project sought to increase community environmental awareness and to expand the educational uses of the Tallahassee Junior Museum through the cooperation of museum staff, a variety of community groups, and the Florida State University's environmental studies program. The report describes the project and lists the title, location, cooperating institutions of higher education, and project director. Sections are included on project category and description of community problems, specific objectives of the project, project content description, project accomplishments and evaluation, geographic area served, prior history of the project, faculty involvement, student involvement, participant demographic data, project materials, and evaluation of the relationship of this project to the overall state program of community service and continuing education. The appendices include examples of the project's materials. (DE)

ED 121 672 SO 009 047
 Bjork, Robert M. Fraser, Stewart E.

Alternatives to Growth: Education for a Stable Society. Fastback 72.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—35p.

Available from—Phi Delta Kappa, Eighth and Union, P.O. Box 789, Bloomington, Indiana 47401 (\$0.50, discounts available for bulk orders)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Economic Change, Economic Development, Educational Philosophy, Educational Strategies, Educational Trends, Elementary Secondary Education, Environmental Education, *Futures (of Society), *Global Approach, *Life Style, Population Education, Relevance (Education), Social Change, Social Studies, *Values, World Problems

This essay considers the need for economic retrenchment, environmental conservation, and the implications of these positions for teaching. Facing an environmental crisis, overpopulation, and an ever-increasing reduction of natural resources, education in the future must concentrate on teaching about the futility of growth, planned and unplanned. This emphasis on a non-growth economy will, in turn, affect how teachers must approach values issues and traditional subjects now taught in schools. The gross materialism and status achievement of Western culture will have to be downplayed for a more egalitarian commitment to global sharing. Suggestions for how teaching will change on such issues and subjects as achievement, world studies, social-class status, ethics, progress, the social ethos of the school, philosophy, economics, civics, sex education, population, energy, death, and higher education are outlined. (Author/DE)

ED 121 673 SO 009 051
 Beyer, Barry K. And Others

History Teaching Project: A Project to Improve Productivity in Teaching at Carnegie-Mellon University through the Development of Self-Paced Instruction in Undergraduate History. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa.
 Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 75

Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—African History, *Course Descriptions, Course Organization, Effective Teaching, Formative Evaluation, Guidelines, Higher Education, *History Instruction, *Individualized Instruction, Individualized Programs, *Pacing, Problem Solving, Programed Instruction, Social Science Research, Student Attitudes, *Teaching Methods

Identifiers—*Personalized System of Instruction, PSI

An experimental, undergraduate African-history course which used self-paced instructional techniques is described and evaluated in this project report. The project was initiated to assess the effectiveness of the Personalized System of Instruction (PSI) in undergraduate history instruction. Thirty-two students from Carnegie-Mellon University participated in the experimental course. In the course students moved at their own paces, using written study guides, taking mastery tests at the end of each unit, and meeting with proctors to evaluate their progress. Large group lectures were used for instructional purposes. Content focused on the history of Africa south of the Sahara and on a specific problem-solving strategy as well as selected analytical skills. The findings indicated that the students in the experimental class learned more than the control classes and were more enthusiastic about the instructional technique. The report is divided into two sections. Part 1 includes descriptions of the project, the experimental course, results of the course evaluations, and changes in the experimental version of the course resulting from the course evaluation. Part 2 presents some guidelines for college faculty interested in considering the particular type of self-paced learning used in this project. This section describes the conclusions of the project, analyzes the strengths and weaknesses of the instructional approach, and examines some implications of this form of self-paced instruction for undergraduate history teaching and undergraduate education in general. (Author/DE)

ED 121 674 SO 009 052
Educational Leader's Handbook for Humanizing and Individualizing Instruction.

Educational Improvement Center of Northwest New Jersey, Cedar Knolls.

Pub Date Jan 76

Note—364p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Educational Innovation, Elementary Education, *Humanistic Education, *Individualized Instruction, *Inservice Programs, *Inservice Teacher Education, Instructional Materials, Teacher Education, Teaching Methods, *Units of Study (Subject Fields), Values

Fourteen teacher-training modules focus on strategies which concern humanizing and individualizing learning in elementary education programs. Designed for inservice teacher training by a principal or curriculum specialist, these modules provide alternative teaching techniques for teachers interested in curriculum innovation. Topics of the 14 modules include goal setting, communication techniques, teacher cooperation strategies, teaching-learning styles, values exploration and communication, instructional objectives, student learning contracts, learning centers, team teaching, open or informal classrooms, small-group inquiry techniques, learning activity packages, individually guided education, and simulation role playing. Each module or strategy can be used independently. Each module contains a definition of purpose, objectives, time required, necessary materials, arrangements, and teaching procedures. A selective, annotated bibliography is also included. (DE)

ED 121 675 SO 009 053
 Goebel, Helmut, Ed.

Education and Science in the Federal Republic of Germany, BW 18-75.

Inter Nationes, Bonn (West Germany).

Pub Date 75

Note—16p.; For a related document, see ED 114 335

Journal Cit—Bildung und Wissenschaft (Education and Science in the Federal Republic of Germany); 18-75(e) p259-72 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biology Instruction, *Comparative Education, Correspondence Schools, Educational Attitudes, Educational Problems, Educational Trends, *Employment Opportunities, *Higher Education, Social Background, Unemployment, Universities, *Vocational Education, *Youth, Youth Opportunities
 Identifiers—*West Germany

Current educational developments and trends in the Federal Republic of Germany are presented in the articles and reports in this bulletin. The first article describes the present program and student body of a recently opened cor-

respondence university in Hagen, Westphalia, and discusses its projected plans. The status of unemployment among youth in West Germany is examined in the second article. A third article reports the findings of a survey of the social background, initiative attitudes, and future prospects of youth without a qualified trade and suggests measures for helping them. Shorter reports deal with the opening of Bayreuth University, efforts at objective assessment of the economic efficiency of universities, the success of the recently opened "Berufsakademie" (Vocational Academy) in Baden-Württemberg, a proposed biology studies course for future biology teachers, and the decline in employment opportunities for teachers. Several brief news items provide information on current symposia, conferences, appointments, and other activities and issues in the field of education in West Germany. (MK)

ED 121 676 SO 009 054
Man-And an Environment Called "Tallahassee."
Final Report to the Florida Citizens' Committee for the Humanities.

Florida State Univ., Tallahassee.

Pub Date [74]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education Programs, *Community Education, Community Programs, Environment, *Environmental Education, Ethical Values, *Outreach Programs, Political Issues, Program Descriptions, Social Responsibility, *Values

This report describes a community education project designed to increase community awareness of the religious and philosophical issues necessary for environmental protection. In dialogue with adult community groups in Tallahassee, Florida, the project activities promoted reflection on what was happening in this region and what those actions revealed about the values of the residents. The activities included ten presentations by academic humanists to adult community audiences, environmental photographic essays for community reflection, and local television and radio programs. In addition, the project involved student participation through a special course offering at Florida State University. Plans for future project activities are also described. (Author/DE)

ED 121 677 SO 009 055
Blanning, James R.

CRIS Case Study Materials in Ethical Decision Making.

Council for Religion in Independent Schools, New Haven, Conn.

Pub Date 74

Note—24p.

Available from—Council for Religion in Independent Schools, 363 St. Ronan Street, New Haven, Connecticut 06511 (\$2.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Case Studies, Class Activities, Decision Making, *Ethical Instruction, *Ethical Values, Instructional Materials, *Moral Issues, Resource Materials, Secondary Education, Socially Deviant Behavior, *Social Studies Units, Values

Designed for secondary-level classroom discussion, these materials contain nine, short case studies of ethical dilemmas. The case studies focus mainly on incidents and issues relevant to high school students. Discussion questions for each case study require students to examine the case, discuss the issue, and make an ethical decision about how they would have reacted in the same situation. The topics of the case studies include stealing from a classmate and shoplifting; plagiarism on a term paper; anti-Semitism; honor codes, cheating, and corporation corruption; homosexuality; teacher-student confidentiality and abortion; the right to die; adolescent drug use; and school integration and black student identity. (DE)

ED 121 678 SO 009 057
Innovative Classroom Techniques for Teaching

Personal Economics: A Summary of Winning Entries in the 1973-74 Personal Economics Competence Awards Program.

Illinois Council on Economic Education, DeKalb; Montgomery Ward and Co., Chicago, Ill.

Pub Date [74]

Note—16p.; Not available in hard copy due to marginal legibility of original document

Available from—Consumer Information Services, 20-N, P.O. Box 8339, Chicago, Illinois 60680 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Techniques, Consumer Economics, *Consumer Education, *Economic Education, Elementary Secondary Education, Family Life Education, *Instructional Innovation, Learning Activities, *Program Descriptions, Social Studies, Teaching Guides, Teaching Techniques

The purpose of the awards program is to initiate a new merger between economics and education by sharing innovative methods with all Illinois teachers for the teaching of personal economics. Personal economics is defined as the study of the individual's decision-making process and his/her participation in economic life in the roles of consumer, worker, and citizen. The winning entries, judged on the basis of their creativity, transferability, and attention to relevant consumer concerns, cover many disciplines and grade levels from kindergarten through grade 12. Each unit summary contains an introduction, a listing of objectives, a description of the classroom activities to be undertaken, and suggestions for evaluating the unit. The 1st- through 5th-place winning entries are entitled: The Homewood-Flossmoor Consumer Education Program (grades 10-12); Economics in the Community (grade 5); The Consumer at Clinton in Chicago (grades 7-8, gifted children); Home and Family (kindergarten); and Economic Education (grade 1). (Author/DEB)

ED 121 679 SO 009 058

Herbert, Phil James, Comp.

Systems of Justice Curriculum.

Granite School District, Salt Lake City, Utah.

Spons Agency—Utah State Law Enforcement

Planning Agency, Salt Lake City.

Pub Date 73

Note—220p.; Some tables may not reproduce clearly due to small type size

EDRS Price MF-\$0.83 HC-\$1.17 Plus Postage

Descriptors—Behavioral Objectives, *Civil Liberties, Classroom Materials, Court Role, Curriculum Guides, Instructional Materials, *Justice, *Law Instruction, *Laws, Learning Activities, Legal Problems, *Legal Responsibility, Police, Role Playing, Secondary Education, Senior High Schools, Simulation, Social Studies Units, Teaching Procedures, Teaching Techniques

Identifiers—Utah

The high school curriculum guide on law consists of an outline of the American legal system. A major objective is to provide students with legal knowledge in order to better understand the reasons for keeping the law. Both the public and individual's responsibilities toward law enforcement are dealt with. The guide is divided into five units. Unit I, on human rights focuses on the involvement of rights, necessity of law, and law in Utah. Unit II, on crime and criminals, emphasizes the extent and definitions of crime, causes of crime, and society and crime. Unit III, on law enforcement, discusses the image of law enforcement, peace officers, public responsibility, and agencies and duties of law officers. Unit IV, on the court system, stresses court structure and issues and individual rights. Unit V, on the penal system, deals with the goals of prisons and punishment. Each unit contains a summary of teaching procedures, an explanation of those procedures, and a listing of related materials such as analytical questions to be asked by the teacher and fact sheets on specific aspects of the unit. Suggested activities involve students in discussion, debate, role playing, and simulation. Although the guide is designed to be used in Utah's Granite School District and contains information pertaining to that state's laws, much information is included on United States laws, making the guide useful to schools in other states. Tables relating to Utah's juvenile court system and Utah State Prison statistics conclude the guide. (Author/DB)

ED 121 680 SO 009 069

Observing Political Systems, Mastery Test: Political Systems, Unit One. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—15p.; For related documents, see ED 120 056-057 and SO 009 070-076

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—American Government (Course), Civics, Grade 12, *Multiple Choice Tests, *Political Science, Politics, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany unit 1 of the first-semester 12th-grade "Comparing Political Experiences" course. The 21-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of political activities, political participant roles, political observer roles, and political system concepts including maintenance, change, and political development. It should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible improvement of the student materials. (DE)

ED 121 681 SO 009 070

Using Political Resources, Mastery Test: Political Systems, Unit Two. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—20p.; For related documents, see ED 120 058-059 and SO 009 069-076

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—American Government (Course), Civics, Grade 12, *Multiple Choice Tests, *Political Science, Politics, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany unit 2 of the first-semester "Comparing Political Experiences" course. The 27-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of the alternative patterns of political resources found in different political systems. Emphasis is placed on testing how different resources affect political maintenance, change, development, and conflict in elite and coalitional political systems. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 682 SO 009 071

Participating in Political Activities, Mastery Test: Political Systems, Unit Three. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—23p.; For related documents, see ED 120 060-061 and SO 009 069-076

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—American Government (Course), Civics, Grade 12, *Multiple Choice Tests, *Political Science, Politics, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany unit 3 of the first-semester 12th-grade course, "Comparing Political Experiences." The 26-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of various kinds of political activities, such as decision making,

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leadership, communication, and participation. Emphasis is placed on testing how political activities affect political experiences in elite, bureaucratic, coalitional, and participant political systems. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 683 SO 009 072

Save the System, Mastery Test: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—17p.; For related documents, see ED 120 062-063 and SO 009 069-076

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Civics, Grade 12, *Multiple Choice Tests, *Political Science, Politics, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany the introductory unit to the second-semester 12th-grade "Comparing Political Experiences" course. The 27-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. Since this unit is a summary of the political systems' concepts developed in the first semester course, the test measures student knowledge of political-system types, fundamental systems' concepts, political resources, and political activities. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 684 SO 009 073

Busing in Boston, Mastery Test: Political Issues, Unit One. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—19p.; For related documents, see ED 120 064-065 and SO 009 069-76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Conflict, Conflict Resolution, Grade 12, *Multiple Choice Tests, Political Issues, *Political Science, Politics, School Integration, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany the second-semester 12th-grade course, "Comparing Political Experiences." The 24-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of the concept of political conflict and the application of this concept to various political situations. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 685 SO 009 074

Union Underground, Mastery Test: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—20p.; For related documents, see ED 120 066-067 and SO 009 069-076

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Grade 12, Labor Unions, Maintenance, *Multiple Choice Tests, Political Issues, *Political Science, Politics, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany unit 3 of the second-semester 12th-grade course, "Comparing Political Experiences." The 24-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of the concept of political maintenance and the application of this concept to various political situations. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 686 SO 009 075

Clean Air Now, Mastery Test: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—19p.; For related documents, see ED 120 068-069 and SO 009 069-076

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Change Strategies, Community Change, Grade 12, *Multiple Choice Tests, Political Issues, *Political Science, Politics, Secondary Education, Social Studies, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany unit 4 of the second-semester 12th-grade course, "Comparing Political Experiences." The 25-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of the concept of political change and its application to different political environments. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 687 SO 009 076

Jobs and Engines, Mastery Test: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—21p.; For related documents, see ED 120 095-096 and SO 009 069-075

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Grade 12, *Multiple Choice Tests, Organizational Development, Political Issues, *Political Science, Politics, Secondary Education, *Student Evaluation, *Systems Concepts, *Tests

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This mastery test is designed to accompany unit 5 of the second-semester 12th-grade course, "Comparing Political Experiences." The 25-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of the concept of political development and its application to different political environments. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

ED 121 688

SO 009 077

Kauffman, Draper L., Jr.

Teaching the Future: A Guide to Future-Oriented Education. Education No. 4.

Pub Date 76

Note—297p.; For a related document, see SO 009 078

Available from—ETC Publications, P. O. Drawer 1627-A, Palm Springs, California 92262 (\$12.95 hardcover, \$5.95 softcover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Class Activities, Elementary Secondary Education, *Futures (of Society), Glossaries, Models, Objectives, *Prediction, Resource Materials, Simulation, *Social Change, Systems Approach, *Teaching Techniques, *Trend Analysis, Vocabulary, World Problems

This handbook is a practical guide containing background reading and classroom exercises on future studies for elementary and secondary teachers. The book begins with a rationale for future-oriented education and a discussion of the objectives of a futuristics curriculum. Part II, which comprises the major portion of the document, contains 22 classroom exercises on ways of thinking about the future, trends, forecasting and prediction, alternatives and imagination, the use of models, and a systems approach to futures studies. Part III presents two longer exercises aimed primarily at senior high school students that deal with (1) global survival and (2) society and foresight. Each exercise has been successfully used or readily adapted by teachers. Students are involved in classroom discussion, making maps, field trips, interpreting graphs, conducting polls, story completion, designing a model of communities, problem solving, simulations, and research projects. Materials needed, questions to stimulate student discussion, and teaching procedures are described for all exercises. Also included are appendices which contain a brief history of the study of the future; a scenario for a role-play exercise for use in inservice teacher workshops; a guide to books, magazines, audiovisuals, and simulation games of special interest; a bibliography; and a glossary of basic terms. (Author/RM)

ED 121 689

SO 009 078

Hostrop, Richard W., Ed.

Education ... Beyond Tomorrow. Education Futures No. 3.

Pub Date 75

Note—329p.; For a related document, see SO 009 077

Available from—ETC Publications, P. O. Drawer 1627-A, Palm Springs, California 92262 (\$10.95 cloth)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Administration, Educational Finance, *Elementary Secondary Education, *Futures (of Society), *Higher Education, Medical Education, *Planning, Prediction, Simulation, *Social Change, Trend Analysis

This book contains 24 selections dealing with almost every aspect of futurology as it is being discussed and practiced in education today. It is intended to help the reader become more future conscious and future oriented and to plan more and react less. The book can be used as a basic or supplementary textbook in courses on the future and in courses concerned with planning. The book is divided into four main sections: The Future of Elementary and Secondary School Education; The Future of Higher Education; Scenarios: Facts or Fancies about the Future?; and Advocates and Disclaimers of Futurology. Selection titles include the following: Instructional Technology Reshapes the School: Its Impact on Faculty and Administrators; The Elementary School Principals; The University in the Learning Society; Space-Free/Time-Free Higher Learning: New Programs, New Institutions, and New Questions, Toward an Unknown Station; Planning for the Seventies; Utopian Perspectives on the University; The School System: A Look into the Future; Looking Back from 1999—The Noise and the Quiet of the Sixties; 2002: An Education Odyssey; Is the Past Relevant?; Futurism in Higher Education: Fad or fulfillment?; and Trying to Know Tomorrow Today. (Author/RM)

ED 121 690 SO 009 079

Focus on Law: Newsletter of the Center for Law-Related Education, Volume 1, Number 1 [and] Number 2 [and] Number 3.

Cincinnati Univ., Ohio. Center for Law-Related Education.
Pub Date 74

Note—\$0p.; For a related document, see SO 008 953

Available from—Center for Law-Related Education, 635 Pharmacy Building, University of Cincinnati, Cincinnati, Ohio 45221 (free, request to be placed on mailing list)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Careers, Case Studies, Conflict, *Court Litigation, *Crime, Delinquency, Elementary Secondary Education, Juvenile Courts, Law Enforcement, *Law Instruction, *Newsletters, Policy, Resource Materials, Social Studies, *Teaching Techniques

Three newsletters are combined together as one document. The first newsletter contains a lesson on judicial and executive powers, with questions and relevant concepts. The lesson is based on the case study of conflict: United States v. Nixon. The second provides a classroom strategy on crime and its prevention. A teaching strategy on the topic of juvenile delinquency is presented in the third. The "Focus on Law" newsletter is published three times yearly by the Center for Law-Related Education. The center is committed to the development of a comprehensive program of law-related education and began publication of this newsletter to help provide teachers with the knowledge, skills, and materials requisite to teaching about law and the legal systems in their classrooms. Typical issues contain teaching strategies and information about recent court decisions, careers in law-related fields, and center activities and programs, in keeping with the center's purpose of disseminating information about law-related education throughout the community. (Author/DB)

ED 121 691 SO 009 082

Murphy, Elaine M.
Population and Human Development: A Course Curriculum Including Lesson Plans, Activities and Bibliography.

Population Inst., Washington, D.C.

Pub Date Aug 75

Note—44p.

Available from—Population Institute, 110 Maryland Avenue, N.E., Washington, D.C. 20002 (\$1.00, paper)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum Guides, Demography, Educational Resources, Environmental Education, Global Approach, Higher Education, Instructional Materials, Learning Activities, *Population Education, *Population Growth, Resource Guides, Secondary Education, Teaching Techniques

This course outline suggests materials and learning activities on the interrelated causes and consequences of population growth and other population concerns. Designed to educate general college audiences, it is also intended for use as a preservice course for teachers. In addition, the course can be modified for high school students. The course is divided into 15 class sessions, each focusing on a different aspect of population issues. These include the following topics: (1) Population Growth; (2) Evolution, Animal Behavior, and Anthropologic Data; (3) Population Growth on a Finite Planet; (4) Political Implications of Scarce Resources; (5) Population Growth and Social Conditions; (6) World Population Growth: Problem-Solving Strategies; (7) Does the U.S. Have a Population Problem?; (8) U.S. Population Distribution and Urbanization; (9) Immigration; (10) Population and the Individual; Stress, Alienation, Privacy, and Politics; (11) Family Size: Effects on Parents, Children, and Family Life-Size; (12) Changing Family Patterns; (13) U.S. Population Policies: Practical and Philosophical Considerations; (14) Population Education; and (15) Continued Review of Materials and Resources. Each of the one-page class session outlines includes reading and writing assignments, brief lectures, discussions, activities, films, resources, speakers, and special papers and projects. Appendices and bibliographies are included. (Author/DB)

ED 121 692 SO 009 083

Trela, James E. O'Toole, Richard
Roles for Sociologists in Service Organizations.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 74

Note—87p.

Available from—The Kent State University Press, Kent, Ohio 44242 (\$2.00, paper; 20 percent discount on bulk orders)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Organizational Development, Rehabilitation, Research Criteria, *Researchers, Research Opportunities, Research Problems, Research Utilization, Role Conflict, *Role Perception, Role Playing, *Service Occupations, *Social Organizations, *Social Science Research, Sociology

Dealing specifically with the social science research role in rehabilitation facilities, this monograph addresses the development of research as it occurs within service organizations. It examines the research role from the perspective of both the person in the role and the host organization. The second chapter describes the development and differentiation of the research role in service organizations, identifies significant others involved in the process, catalogs the roles that a researcher may assume in such organizations, and discusses the problem of satisfactorily integrating the several research roles. Chapter 3 focuses on the impact of the research role, on both the host organization and the field of rehabilitation. Chapter 4 describes several alternative orientations toward developing the research role. Chapter 5 examines the research role in service organizations from the perspective of the researcher. Chapter 6 anticipates some administrative problems that attend development of the research role, and it recommends strategies to minimize their impact. The final chapter contains concluding remarks and recommendations for increasing the value of the researcher to both the host organization and his profession. Appendices containing research project references conclude the document. (Author/ND)

ED 121 693 95 SO 009 085

Lew, Helene
Background Materials on Ching Ming Festival [And] Winter Festival [And] Dragon Boat Festival.

San Francisco Unified School District, Calif.

Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—29p.; For children's storybooks, see FL 007 438, 439, and 441

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Asian Americans, *Asian History, Asian Studies, *Chinese Americans, *Chinese Culture, *Cultural Awareness, Elementary Secondary Education, Ethnic Studies

This publication contains three background papers on Chinese festivals which are still celebrated by Chinese Americans. The first festival discussed—Ching Ming—is a celebration of the coming of spring and the occasion of the first outing of the year. This paper discusses the historical development of the festival since prehistoric times, presents legends associated with the festival, and tells how Chinese Americans observe the festival today. The second paper traces the history of the Winter Festival from 1,000 B.C. to the present and compares it to the Teutonic Yuletide, which occurs at the same time and is often combined with the traditional Winter Festival activities by Chinese Americans. The author reports on the ceremonies that are observed during the period of the festival, describes the foods that are eaten, and tells how these foods are prepared. The third paper, about the Dragon Boat Festival, traces the historical development of the festival and describes the ceremonial activities associated with it in both north and south China. Two activities are described which might be utilized during a study of the festival in an American classroom. References are included for each section. (Author/DB)

ED 121 694 SO 009 092

Underwood, Willard A. Ferguson, Ralph E.
Changing Urbanization Trends and Human Needs in Developing African Nations.

Pub Date Jan 76

Note—19p.; Paper presented at the Western Regional Meeting of the World Population

Society (Long Beach, California, January 24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*African Culture, African History, Area Studies, *Developing Nations, Needs, Population Trends, *Rural Urban Differences, Social Problems, Tribes, Urban Culture, Urban Immigration, *Urbanization

Identifiers—*Africa

The purpose of this paper is to analyze the increasing migration of African tribal members to urban centers and the resulting redefinition of cultural norms, social pressures, and human needs. First, several misconceptions about African societies are examined by briefly reviewing Africa's tribal history. Next, the phenomenon of tribalism is discussed so as to better understand African urban development. The tribe served as the social and cultural center for earlier African societies, but cities recently are serving this function due to people moving into cities and leaving traditional tribal societies. The advent of science and technology is greatly affecting this change. Rural youth and women are especially attracted by urban life-styles and the corresponding "better" life. The numbers of people making the transition from rural to urban life-styles has surpassed many governments' abilities to regulate and serve the flow of people. Because of this inability to keep manpower in balance, urban social problems are aggravated. While village life is more relaxed and more dependent on kinship, urbanized villagers are gradually detribalized and respond more to national needs rather than tribal concerns. (Author/ND)

ED 121 695 SO 009 093
Manual for Reducing Educational Unit Costs in Latin American Countries.

Centro Multinacional de Investigacion Educativa, San Jose (Costa Rica).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 74

Note—201p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Comparative Education, *Cost Effectiveness, Developing Nations, Educational Administration, *Educational Development, *Educational Economics, Educational Policy, Elementary Secondary Education, Finance Reform, Financial Problems, Instructional Student Costs, Program Budgeting, School District Spending, *Unit Costs

Identifiers—*Latin America

Designed for educational administrators, this manual provides suggestions for reducing educational unit costs in Latin America without reducing the quality of the education. Chapter one defines unit cost concepts and compares the costs of the Latin American countries. Chapter two deals with the different policies which could affect the principal cost components and it describes the instruments needed to implement the respective policy. The policies under examination include double shifts, consolidation, year-round school, volunteer teachers, regional cooperation, use of lower cost factors in textbook production and classroom construction, radio and television courses, programmed teaching, reduction of teacher dropouts, changes in teacher-training systems, reduction of teacher-education credit requirements, and changes in the salary scale. Chapter three offers a brief, general summary and conclusion. A bibliography and a series of case studies that illustrate how the different policies have been used in Latin America to reduce costs are also included. (DE)

ED 121 696 SO 009 096

Educational Innovation in Indonesia. Experiments and Innovations in Education, No. 13. Asian Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—50p.; For related documents, see ED 104 013-015 and ED 109 767

Available from—UNIPUB Inc., P.O. Box 433, New York, New York 10016 (\$2.00)

Document Not Available from EDRS

Descriptors—*Comparative Education, Developing Nations, Educational Administration, *Educational Change, *Educational Development, Educational Improvement, *Educational Innovation, Educational Policy, Elementary

Secondary Education, *Experimental Programs, Higher Education, National Programs, Program Descriptions

Identifiers—*Indonesia

The last in a series of reports on educational innovation in Asia, this study describes the educational experiments and reforms attempted in Indonesia from 1969 to 1973. The introductory section provides an historical background and describes the educational administration of Indonesia. Chapter one focuses on the innovations in planning, development, and evaluation. Chapter two describes the innovations in elementary and secondary education including the training of educational writers, the development of teaching aids, curriculum development, and pilot projects. Chapter three discusses the innovations in nonformal education, especially in mass education, school learning centers, and school-community cooperation. Chapter four focuses on the innovations in school organization and control, higher education, vocational and technical education, teacher training, and examinations. (DE)

ED 121 697 SO 009 100

Mahood, H. R.

Alienation and Political Participation: What's the Connection?

Pub Date [76]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Activism, Attitudes, Behavior, Behavioral Science Research, *Citizen Participation, Literature Reviews, *Political Attitudes, Political Science, Politics, *Reactive Behavior, *Relationship, Socioeconomic Status, Voting

Identifiers—*Alienation

The concept of alienation is discussed as an internalized state reacting to prevailing social conditions, and political behavior is hypothesized as being its outward manifestation. Purposes of this paper are threefold: (1) produce a new set of data to be used in exploring possible linkages between alienation and political behavior, (2) statistically measure possible relationships so as to contribute to an overall theory of alienation in politics, and (3) raise questions for the political science discipline based on the findings. A review of the literature indicates that the relationship between alienation and political activities is not dealt with beyond voting. A study of 760 randomly selected adults was conducted in the Memphis, Tennessee, area using written questionnaires. Data showed that no meaningful relationship was found with regard to alienation, participation, and support of political institutions; and alienation has a multidimensional characteristic that may exist at different levels of intensity and salience for different individuals. (Author/ND)

ED 121 698 SO 009 101

Social Science Research Council Annual Report, 1974-1975.

Social Science Research Council, New York, N.Y.

Pub Date [75]

Note—183p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Annual Reports, Directories, Grants, Higher Education, Professional Associations, Research Projects, Social Development, *Social Science Research, Social Sciences

The Social Science Research Council's activities during its 50th anniversary year are summarized. In addition to presenting detailed accounts from 30 committees which comprise the Council, the report includes a staff essay on social development during early childhood. The report indicates that the Council pursued the advancement of research in the social sciences during fiscal 1974 in a variety of ways, including the establishment of several new committees of scholars; the improvement of training for research through summer institutes, conferences, and grants; and the encouragement of social science research publications. The major portion of the document reports on committee activities. The committees, grouped in categories that indicate their central interests, are concerned with advancing research on selected social science fields or topics through appraisal of needs and the planning and conduct of projects to meet them; the training, recruitment, and development of social science research personnel through fel-

lowship or grant programs; increasing knowledge of particular areas of the world; and intercouncil cooperation. Also included are statements from the Ad Hoc Finance Committee, the committee for fellowships and grants, and a listing of publications. (Author/DB)

ED 121 699 SO 009 103

The Revolution in American History. Curriculum Report, Vol. 5, No. 3.

National Association of Secondary School Principals, Reston, Va.

Pub Date Apr 76

Note—13p.

Available from—NASSP, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, 2-10 copies \$0.30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Content, Course Descriptions, Curriculum Development, Educational Alternatives, Educational Innovation, Experimental Curriculum, *History Instruction, Individualized Curriculum, Instructional Innovation, Learning Activities, Pacing, *Program Descriptions, Secondary Education, *Social Studies, Social Studies Units, *Student Centered Curriculum, Teaching Techniques, *United States History

Eight social studies programs in Illinois, Indiana, Wisconsin, New York, and Virginia are described which offer high school students an opportunity to study the history of the United States using innovative, nontraditional approaches. The content of the eight courses is outlined and discussed in terms of objectives, teacher rationale in designing the courses in their present form, and student options in choosing how they wish to study American history from the unit plans. The extent to which American history courses are being changed noticeably and significantly in both content and organization does differ significantly from school to school. However, the author identifies six elements and emphases that have been introduced generally into social studies curricula and that contribute widely to the revolution in the design of courses in American history as well as to changes in other aspects of social studies instruction. Also included is a listing of five generalizations that explain how new instructional patterns are revolutionizing American history courses. (Author/DB)

ED 121 700 SO 009 104

King, Denise E.

Comprehensive Bibliography of Pakistan Archaeology: Paleolithic to Historic Times. South Asia Series, Occasional Paper No. 24.

Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date 75

Note—100p.

Available from—Asian Studies Center, Michigan State University, East Lansing, Michigan 48823 (\$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Ancient History, *Archaeology, Area Studies, Asian History, Asian Studies, Bibliographies, Field Studies, Indians, Non Western Civilization, *Paleontology, Social Science Research

Identifiers—*Pakistan

The comprehensive bibliography is a compilation of twentieth century documents about Pakistan prehistory from Paleolithic times to the arrival of the Greeks in approximately 330 B.C., also includes some of the major archaeological studies in adjacent countries which have a bearing on the interpretation and comparative analysis of Pakistan prehistory. Entries are listed alphabetically by author and by dates under each author. A cross-index at the end of the bibliography organizes the entries by topical and regional studies. A map of the major regions and river valleys of Pakistan and the surrounding countries is also included. (ND)

ED 121 701 SO 009 105

Singh, Baljit Valpey, Dharendra K.

Political Stability and Continuity in the Indian States During the Nehru Era, 1947-1964: A Statistical Analysis. South Asia Series, Occasional Paper No. 19.

Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date 73

Note—62p.

Available from—Asian Studies Center, Michigan State University, East Lansing, Michigan 48823 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Area Studies, Asian Studies, *Federal State Relationship, *Governance, Government (Administrative Body), Non Western Civilization, Political Science, *Politics, Public Service Occupations, Social Science Research, *State Officials, *Statistical Analysis, Tables (Data)

Identifiers—*India

The period of Nehru's administration of India, 1947-1964, is statistically analyzed for political continuity and stability by examining the office terms of chief ministers for the Indian states during that time. After a brief introduction, the document mainly consists of statistical tables. A summary table of percentage turnover of ministers and another of their longevity in office are provided as an overview. Tables are included for each state: Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Madras, Mysore, Orissa, Punjab, Rajasthan, Uttar Pradesh, West Bengal, Bombay, Gujarat, Hyderabad, Kerala, Madhya Bharat, Maharashtra, Saurashtra, and Travancore-Cochin. In each table, chief ministers are listed with data for their service years, total number of years served, and remarks. Most tables have summary comments. (ND)

ED 121 702 SO 009 106

Bertocci, Peter J., Comp.

Bangladesh History, Society and Culture: An Introductory Bibliography of Secondary Materials. South Asia Series, Occasional Paper No. 22.

Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date 73

Note—26p.

Available from—Asian Studies Center, Michigan State University, East Lansing, Michigan 48823 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Anthropology, Area Studies, *Asian History, Asian Studies, Bibliographies, *Cultural Background, Demography, Developing Nations, Economics, Geography, Non Western Civilization, Political Science, *Reference Materials, *Social Background, Social Science Research, Sociology

Identifiers—*Bangladesh, Pakistan

A list of descriptive scholarly works relevant to Bangladesh are compiled in an introductory bibliography for nonspecialist users that describes essential aspects of Bangladesh's history, society, and culture. History is emphasized, but the listing also includes documents about social/cultural anthropology, sociology, demography, economics, political science, and geography. The development of Pakistan from 1947 to 1971 is covered as an historical perspective, but literature dealing with the Asian Crisis of 1971 and the emergence of Bangladesh is excluded. Section titles of the bibliography are (1) Historical Background to Modern Bangladesh society; (2) Society, Culture, and Political Economy in Bangladesh Today: Background Materials; (3) Ethnographic and Other Materials on the Non-Bengali Tribal Groupings in Bangladesh; (4) Traditional Culture, Literature, and the Arts: Selected Titles Available in English; and (5) Scholarly Journals and News Periodicals Regularly Carrying Articles on Bangladesh: English Language. Items in each section are listed alphabetically by author under subsection headings. (Author/ND)

ED 121 703 SO 009 107

Chen, C. M. Stamps, Richard B.

Index to Chinese Archaeological Works Published in the Peoples Republic of China, 1949-1965. East Asia Series, Occasional Paper No. 3.

Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date 72

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Ancient History, Anthropology, *Archaeology, Area Studies, Asian History, Asian Studies, Bibliographies, *Chinese Culture, *Cultural Background, *Indexes (Locators), Non Western Civilization, Social Science Research

Identifiers—*China

Main archaeological articles and books from China that have been published from 1949

through 1965 are translated and compiled in bibliographic form. Because there is a lack of materials available to Western scholars of Chinese studies, the authors see these items as necessary resources for the understanding of Chinese civilization and the development of world civilization even though most of them are written in Chinese. The index covers Chinese civilization from prehistoric times to the Ming Dynasty (1368-1644). It is arranged chronologically by time period and dynasty, with subdivisions by geopolitical area. For each subdivision, the entries are arranged according to the publication date. To facilitate use of the index, a chart showing the chronology of Chinese civilization, a list of the geopolitical subdivisions of China, and a map that shows location of subdivisions and the main rivers and cities are provided. (Author/ND)

ED 121 704 SO 009 108

Shu, Austin C. W.
On Mao Tse-tung: A Bibliographic Guide. East Asia Series, Occasional Paper No. 2.
Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date 72
Note—94p.; Chinese characters in text may not reproduce clearly.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Asian History, Asian Studies, Bibliographies, Communism, *Leadership, *Life Style, *Philosophy, Political Power, Political Science, *Politics, Revolution, Social Science Research

Identifiers—China, *Mao Tse tung
This bibliography is a selected reference source on the life, politics, philosophy, and works of Mao Tse-tung. It contains 800 documents in Chinese, Japanese, and Western languages that were selected from monographs and journal articles. Most of the entries pertain to Mao's role after 1949 when he emerged as the new leader in Mainland China. The guide follows the major events of the postwar movements of Mao's new China as evidenced in the writings of Western and Eastern scholars and political analysis. All the materials are divided under four main categories: life, politics, thought, and works. Items under the politics category are further subdivided under topics such as administration, guerrilla warfare, party work, and power seizure. Materials are listed alphabetically by author within each section. Each entry includes the author if any, title and its translation if in a non-Western language, place of publication, publisher, imprint date, and pagination. An author cross-index is provided. (Author/ND)

ED 121 705 SO 009 109

Sir Sayyid Ahmed Kahn's History of the Bijnor Rebellion, Translated with Notes and Introduction. South Asia Series, Occasional Paper No. 17.

Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date 72
Note—175p.; Translation by Hafeez Malik and Morris Dembo

Available from—Asian Studies Center, Michigan State University, East Lansing, Michigan 48823 (\$3.50)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—Area Studies, *Asian History, Asian Studies, Culture Conflict, Government (Administrative Body), *Indians, Non Western Civilization, Political Science, Religious Conflict, *Revolution, Social Science Research

Identifiers—Bijnor Rebellion (India), *Sayyid Ahmad Kahn

The Bijnor Rebellion of 1857 was a revolt of the Muslim minority in the Bijnor district of India against the British East India Company and Hindu loyalists. Sir Sayyid Ahmad Khan was an Indian Muslim serving the British Company. His account of the events of 1857 is the only one produced by an Indian who both participated in and analyzed the revolt. The account is comprised of three works composed during 1857-1858: History of the Revolt in the District of Bijnor; Causes for the Revolt of India; and Prayer for Peace at Moradabad. A letter Sir Sayyid wrote to Sir John Kaye in 1869 is a fourth pertinent document. This volume is a compilation of the four historical works translated into English. An introduction that provides the background of Sir Sayyid precedes the works. (ND)

ED 121 706 SO 009 119

Educational Research in the Federal Republic of Germany, 1971-1972: Contribution to the 3rd Survey on the State of Educational Research in the Member States of the Council of Europe.

Secretariat of the Standing Conference of Ministers of Education and Cultural Affairs of the Laender, Bonn (West Germany).

Pub Date 73

Note—286p.; Best copy available

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Adult Education, Comparative Education, *Educational Research, Educational Researchers, Elementary Secondary Education, Financial Support, Higher Education, Institutional Research, *National Surveys, Preschool Education, Research Methodology, *Research Projects, Research Reviews (Publications)
Identifiers—*West Germany

Part of a series of biennial national surveys, this document is the result of an international project undertaken by member governments of the Council of Europe. The volume is a survey of West German educational research projects that were in progress during 1971-1972. The basis of the survey was a questionnaire developed by the Council of Europe. Responses were received from 36 research institutes, covering a total of 169 projects. Projects are listed alphabetically by town where they are located. Data for each include institute and address, project title, aims and procedure, key words, schedule, results, project leader, researchers, commission, and financing. Institutes which promote or finance educational research projects are listed in a separate section. A supplement contains data on projects that arrived late. References to other research documents in West Germany are provided. A subject index, an index of names, and a diagram illustrating the structure of the educational system in West Germany conclude the document. (ND)

SP

ED 121 707 SP 009 848

Bierschenk, Bernhard

Self-Confrontation in Teacher Training: Student Teachers Assess Their Own Video-Taped Micro-Lessons - A Follow-Up Study, No. 50.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Oct 75

Note—166p.; Appendixes not reproducible due to marginal legibility; Not available in hard copy

Available from—Department of Educational and Psychological Research, School of Education, Malmö, Sweden (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Closed Circuit Television, Experiments, Individual Development, *Microteaching, *Observation, Psychological Studies, Self Concept, Self Control, *Student Teacher Relationship, Student Teachers, *Teacher Education, Teaching Procedures, Teaching Skills, Tutors, Video Cassette Systems

This study on self-confrontation in teacher training presents the students' repeated assessments of subject-object relations both during the experiment and six weeks and two years after the experiment. For the experiment the student teachers were confronted with their own video-recorded micro-lessons; identification experiences and self-evaluation were examined for differences in level. The assessments made by the student teachers with an assessment and evaluation schedule were examined both for differences in level and for structural relations and similarities. One part of the self-confrontation experiment consisted of assessment of the video-recorded material by education experts. The experts' assessments were used in studying whether and to what extent the teacher training had firstly, influenced the student teachers' assessments in relation to those made by the experts, and secondly, led to larger structural relations or similarities between the student teachers' and the experts' assessments of the video-recorded material. Finally, a study was also made of the student teachers' repeated rankings of a number of alternative tutors. (Author)

ED 121 708 95 SP 009 855

Masla, John A. Royster, Preston M., Ed.

Community Involvement in Teacher Education: A Study of the Models.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—93p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Community Involvement, *Educational Programs, Models, *Parent Participation, *Program Descriptions, *Teacher Education

Identifiers—Community School Concept, Home School Institute, Project Follow Through, Teacher Corps, Urban Rural School Development Program

The author states in the opening pages of this paper that community involvement in educational programming, whether for children's learning or teacher training, is an absolute necessity for the development of alternative strategies and solutions for present and future educational problems. The paper reviews some of the ongoing attempts to maintain a broad base of community involvement in teacher education programming. There are discussions of a number of models as typified by selected programs, followed by program descriptions by representatives of the respective programs. The models under consideration are (1) Teacher Corps; (2) Urban/Rural School Development Program; (3) Follow Through Program; (4) Community School Concept (Mott Foundation); and (5) The Home School Institute (Trinity College). A community component matrix is utilized as a guide for study and consideration. The paper ends with the author's conclusions and recommendations. (JA)

ED 121 709 SP 009 911

Zeigler, Earle F.

The Education of "Ecological Man": Implications for Sport and Physical Education.

Pub Date 3 Oct 75

Note—29p.; Paper presented at the Annual Meeting of the Canadian Association of Sport Sciences (Ottawa, Ontario, October 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Developed Nations, *Ecology, Economics, *Environmental Education, Ethics, Exercise (Physiology), *Health Education, History, Nutrition Instruction, *Overpopulation, Physical Education, Physical Fitness, *Pollution, Social Problems

Physical education and recreation educators have a responsibility to inform their students about the dangers to the ecological system in an over-populated, over-industrialized, and polluted world. As a start, they can teach their students how to remain personally fit through exercise and proper diet. Secondly, they can discuss social issues (such as the necessity for developing countries to change their economies to ones which do not demand constant growth and the consequent abuse of the world's resources). Recreation and parks instructors can encourage an appreciation of our natural resources and can recommend participation in leisure activities which do not deplete the environment. The entire field of education is crucial in developing public attitudes which will be responsive to environmental issues. (CD)

ED 121 710 SP 009 947

Brewer, James H.

A Mini-Guide for Students on Setting Values. A Guide for: Evaluating Personal Behavior; Developing Moral Concepts; and Improving Self-Discipline.

Pub Date 76

Note—13p.

Available from—J.B. Publishers, 1200 Canterbury Lane, Clinton, Mississippi 39056 (\$1.95; 10 or more, \$1.50 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior, Elementary Secondary Education, Ethics, Individual Development, Justice, *Moral Development, Moral Values, *Personal Growth, Personal Values, *Self Control, *Values

This mini-guide helps students understand moral concepts and values so that they can better evaluate their own behavior. It also helps them to

recognize what may happen when they act in a certain way. The guide begins with an exercise in which the student matches words that describe good values and their opposites. The next exercise calls for the student to use a word from the previous exercise to describe what may result from a certain action. This exercise focuses on the determination of values based on pleasure vs. pain. Next, the value words are used to describe the short and long range consequences of specific actions. The following page contains several actions for which the student must write a sentence describing why the actions would be rewarded or punished. Three lists containing actions, values, and feelings are then to be matched according to how the student feels they are related. This exercise focuses particularly on the concept of justice. Next, several situations are listed for which the student decides what value judgments he/she should make in each situation, followed by space to list the ten values that are most important to him/her. Finally, several value statements are listed for which the student must state his/her agreement or disagreement. (RC)

ED 121 711 SP 009 949

Lessinger, Leon M.

The Teacher Is Not Solely Accountable - System Accountability.

Pub Date Jul 75

Note—Sp.; Excerpt from a speech delivered at the REACT conference sponsored by the Cooperative Accountability Project (Denver, Colorado, February 7, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Accountability, Program Effectiveness, *Responsibility, *School Responsibility, *School Systems, Systems Concepts, Teacher Role, *Teachers

Accountability is an old idea that has to do with responsibility for which there are consequences. When dealing with accountability, teachers should not be held solely accountable for results. In fact, the teacher is probably the unit that ought to be addressed last. The primary unit of an accountability program is the school and the school district. The accountability movement began in the United States Office of Education in 1969. It grew out of the concern of the American people for the improvement of education for the poor and disadvantaged and those people not properly served by the school system. In less than three years, accountability became one of the fastest-spreading movements in the history of American education. Accountability is a system concept. It adds to the notion of system the responsibility of achieving results. Accountability is neither a simple concept nor does it require uniformity of standards. It does, however, require clear objectives or clear descriptions of experiences. What teachers can be held accountable for may be compared to what doctors can be held accountable for—striving unceasingly to use what is known to work and using it in ways that are well-managed. (RC)

ED 121 712 SP 009 950

Roth, Robert A.

Evidence on the Effectiveness of Competency Based Teacher Education Programs.

Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.

Pub Date Jan 76

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Performance Based Teacher Education, *Program Descriptions, *Program Effectiveness, Program Evaluation, Teacher Education, *Teacher Education Curriculum

This report is a collection of research information on competency based teacher education (CBTE) programs. The methods of collecting data consisted of two surveys sent to teacher education institutions and an ERIC search using a variety of descriptors. In total, information was obtained relating to 56 institutions and 65 programs from 66 different studies. Three means of determining program effectiveness were selected and used as categories to classify the information: (1) pupil growth data, (2) capability of the program to provide trainees with the competencies identified, and (3) program reactions. In the pupil growth category nine studies were reported from eight different institutions. Seven of these studies were positive, and two found both positive and "no difference" results. Only one program

provided data that could be considered a long term growth study. Eight studies were conducted which were classified as short term growth studies. There were 32 studies in which the attainment of competencies was assessed. Twenty-two found positive results, three found both positive and "no difference" results, two had "no difference" results only, and four had no conclusion. Forty-five reports were found to have information concerning reactions and/or feedback on programs. Thirty nine had generally positive feedback, four had mostly mixed reactions, and two were mostly negative. The study makes the general conclusion that CBTE type programs that are carefully planned, thoroughly developed, revised based on feedback, and have faculty support, have a high degree of success. (DT)

ED 121 713 SP 009 959

Smith, Howard W., Jr.

The Effect of Specific Training And Intervention Upon The Performance Of Classroom Teacher Collaboration Activity In Teacher Education.

Pub Date Feb 76

Note—38p.; Paper presented at the Annual Conference of the Association of Teacher Educators (56th, St. Louis, Missouri, February 6, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Decision Making, *Educational Planning, *Inservice Teacher Education, Performance Based Teacher Education, *Program Effectiveness, *Program Evaluation, Teacher Participation, *Teacher Role

This report evaluates the effectiveness of a module for classroom teachers. The development of this module was an attempt to assist teachers in functioning more effectively in the education decision making process. This module focused on teacher participation and roles in teacher education programs and gave special attention to competency based teacher education (CBTE) and cooperative teacher education centers. Evaluation of the module's effectiveness indicated that these efforts toward preparing teachers for a collaborative role may have been partially successful, but many of the teachers involved indicated a high degree of frustration and futility about obtaining appointment to Local Cooperative Teacher Education Center. The module did serve as an effective instrument to create awareness of the potential collaborative role of the practicing teacher in the governance of teacher education. It was also found that while significant gains in both knowledge of and positive attitudes toward CBTE were achieved by the end of the module, the gain in knowledge was not maintained six months later. (Appendixes include pre- and post-tests used to determine teachers' knowledge of CBTE and the questionnaire administered to determine the module's long-range goals.) (DMT)

ED 121 714 95 SP 009 966

Gage, N. L.

Models for Research on Teaching. Occasional Paper No. 9.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—NE-C-00-3-0061

Note—18p.; Lecture presented at the University of Maryland (College Park, Maryland, December 11, 1975); Pages 14 and 15 may reproduce poorly due to print quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Classroom Environment, *Correlation, *Educational Research, Learning Processes, *Research Methodology, Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, Teaching, Teaching Methods

This report begins by giving reasons for conducting research on teaching and examining the different kinds of variables that are studied in research on teaching. The types of relationships between these variables that can be studied are then discussed. Because these types of relationships constitute models for research on teaching, the paper then describes various substantive models and sketches the alternatives of inter-strategy and intra-strategy comparisons. Examples from the reports of the National Institute of Education Conference on Studies in Teaching are presented to give an idea of some of the most recent thinking about research on teaching.

Finally, examples of findings from research on teaching are presented—two of which conform closely to what would normally be expected, and two of which run counter to expectations—in order to demonstrate the need for empirical research on teaching. (CD)

ED 121 715 SP 009 969

Romero, J. Christian Heerman, Charles E.

The Thrust and Scope of Teacher Centers and the Prospects for Curriculum Improvement.

Pub Date [76]

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Development, Educational Resources, Inservice Programs, Inservice Teacher Education, Organizational Effectiveness, Preservice Education, *Program Evaluation, *Teacher Centers, *Teacher Education Curriculum

California State University, Chico (CSU, Chico) has had a teacher center program underway for two years. By coupling the concept of centers with the traditional California requirement of a fifth year of professional training for preservice teachers CSU, Chico has designed, within a 70-mile radius of the campus, 14 teacher training centers, each having a two-phase program. Phase I includes coursework requirements along with a participatory observation experience. During Phase II the participants teach three classes and attend an on-site, semester-long seminar in teaching methodology. CSU, Chico has included in its center's scope a systematic approach to curriculum improvement from the "people perspective." In terms of the product dimension of curriculum improvement, however, the scope of the centers has not been realized. The teaching-learning environment is energetic; but the curriculum product is not systematically considered and improved. The British system assumes a different thrust and scope. Its thrust is inservice training while the scope remains curriculum improvement. British center goals are more obtainable because the school system is supported by the national government. Thus, the teachers have more control, a choice of what and how they teach, and more adequate resources. By making preservice a priority, the CSU, Chico program has not been able to sustain either a systematic inservice effort or a total effort at curriculum improvement. It seems, then, that centering must have an inservice thrust and adequate resources in order to be successful in curriculum improvement. (DMT)

ED 121 716 SP 009 970

Anderson, Elaine J.

The Health Educator and Individually Guided Education.

Pub Date Apr 76

Note—12p.; Paper presented at the American Alliance for Health, Physical Education, and Recreation Convention (Milwaukee, Wisconsin, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Health Education, Individualized Curriculum, *Individualized Instruction, *Individualized Programs, *Models, *Teaching Methods

Identifiers—Individually Guided Education

As health education moves toward a conceptual approach to teaching health concepts, concerned educators are carefully evaluating appropriate educational models which could be used. The Instructional Programming Model (IPM), which is at the heart of Individually Guided Education (IGE), specifically takes into account each pupil's beginning level of performance, rate of progress, style of learning, motivational level, and other characteristics in the context of the education program of the school. Regardless of the specificity of the objectives and whether or not the same level of mastery is desired of every student, seven sequential steps are followed in implementing the model. These are (1) the setting of general educational objectives to be attained by the student population of a school; (2) the identification of the range of health education objectives that may be attainable for subgroups of the student population; (3) the assessment of each student's level of understanding, skill, or attitudinal development; (4) the setting of instructional health education objectives for each student in the unit; (5) the planning and implementing of an instructional program whereby the student attains selected

health education objectives; (6) the assessment of students to determine their attainment of the objectives; and (7) the re-evaluation of a student who has failed to attain an objective. Also, curricular materials, whether developed for IGE or another instructional system, should be accurate and reliable, learnable by the particular students for whom they are prepared, teachable, and suitable in terms of cost, attractiveness, and the amount of inservice teacher education required. (DMT)

ED 121 717 SP 009 972

LaPlante, Marilyn

Purposes of Physical Education - Today and Tomorrow.

Earlham Coll., Richmond, Ind.

Pub Date 76

Note—8p.; Paper presented at the American Alliance for Health, Physical Education, and Recreation Conference (Milwaukee, Wisconsin, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Development, Educational Change, *Educational Objectives, Futures (of Society), *Humanistic Education, *Physical Education, Self Concept

The emphasis in physical education appears to be changing toward a more humanistic education to counteract a dehumanizing trend with the emphasis on mechanization, efficiency, and technological innovation. This paper includes the results from a small survey of physical educators representing five groups: (1) curriculum theorists, (2) researchers, (3) directors, (4) supervisors, and (5) teachers. Three questionnaires were administered, each requiring the respondent to evaluate a list of purposes to determine their validity in providing guidance for program development for both the present and the future. Respondents were asked to rate their importance on a zero to seven scale for both present and future physical education curriculum development, and to rank the list of purposes in order of importance. A summary of ratings and rankings indicate changes in the concept of purpose in physical education. Neuro-muscular efficiency, mechanical efficiency, and competition are no longer perceived as primary purposes in future physical education programs. Instead, there is an increasing emphasis on physical education for the joy of movement, and for self-knowledge. (DMT)

ED 121 718 SP 009 974

Reichelt, Paul A.

Underrepresentation of Adolescents in Education and Health Care Planning.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Development, *Educational Planning, Information Dissemination, *School Health Services, *Sex Education, *Student Attitudes, *Student Participation, Surveys, *Teenagers, Venereal Diseases, Youth Problems, Youth Programs

Contrary to the impression one can derive from the large amount of mass media discussion, sex education is generally still not an integral part of the school curriculum. One of several important reasons for this state of affairs is that adolescents are usually not represented in discussions of the need for sex education. Even when sex education programs do manage to become operational, the lack of teen input often results in such flaws as (1) having sexual physiology taught without being related to the psychosocial aspects of human sexuality, (2) avoiding controversial topics adults are uncomfortable discussing, and (3) conducting separate classes for males and females. The consequences of limited sex education are unwanted pregnancies and an epidemic level of venereal disease, along with ignorance and misinformation about sex which worries teenagers themselves. Teen input can help overcome such deficiencies. Adolescent representation in the planning and operation of a teen contraception clinic is also useful. Teen input insures that users of the service will not feel alienated by the program and contributes to teenagers' maturity by teaching them how to handle responsibility. (Author/CD)

ED 121 719 95 SP 009 975

Classroom and Instructional Management: A Teacher Training Program in Behavior Analysis. Coordinator's Book.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—60p.; For related document see SP 009 788

Available from—Walker Educational Book Corporation, 720 Fifth Avenue, New York, New York 10019 (No price quoted)

Document Not Available from EDRS

Descriptors—*Behavioral Science Research, *Behavior Change, *Class Management, Contingency Management, Elementary Secondary Education, Leaders Guides, Problems, Social Reinforcement, *Teacher Education, Teaching

This is the "Coordinator's Book," written to accompany the "Participant's Book of the Classroom and Instructional Management Program" developed by the Central Midwestern Regional Educational Laboratory. This book is divided into the following units that are also represented in the "Participant's Book:" (1) changing classroom behavior without changing the life situation of all the students, (2) language techniques and strategies of behavior analysis, (3) fundamental skills of planning and measuring behavior, (4) using social reinforcers, (5) designing and operating a token economy, (6) using contingency contracts, (7) how and when to use response procedures effectively, and (8) how teachers might better manage their classrooms to achieve academic goals. The book presents tips on how to plan and organize training sessions, and it points out important or problem sections of the training materials. Each unit contains an agenda for the training sessions, and some of the units contain practice exercises. (RC)

ED 121 720 SP 009 980

Alvir, Howard P. Mosig, Helen

Nursing Modules That can be Imitated in the Development of Locally Written Independent Study Packages—by Health Educators and—by Non-Health Educators.

Pub Date 74

Note—78p.; Some sections may reproduce poorly due to print quality of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Health, Health Personnel, *Independent Study, *Medical Education, *Nursing, Teacher Education, *Training Objectives

Identifiers—*Learning Modules

These career path training modules were developed by nursing educators. The authors state, however, that the section on prerequisite criteria for objective writers can be used to teach teachers how to develop independent study packages. In this section, 10 rules for writing objectives are presented, each of which is followed by a question with a multiple choice answer. There are five nursing modules in the set. The titles of the modules are nursing diagnosis, nursing care plan, accurate preparation and administration of drugs, nursing assessment of an adult patient with a medical-surgical problem, and developing verbal communication. Each module contains the following four parts: (1) objectives, (2) pretest, (3) learning environment, and (4) posttest. It is stated that each of the modules can be used in a variety of health occupational career paths, ladders, and lattices. (RC)

ED 121 721 SP 009 981

Kaufman, L. Jack, Ed. Morgan, Paul J., Ed.

The Center Concept in Southern West Virginia.

Mercer County Teacher Education Center, Princeton, W. Va.

Pub Date 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conferences, Cooperating Teachers, *Educational Coordination, Inservice Programs, Inservice Teacher Education, Preservice Education, *Professional Continuing Education, *Teacher Centers, *Teacher Education

Identifiers—*West Virginia

This publication describes the history, setting, governance, objectives, and programs of the Mercer County Teacher Education Center. It is stated that the center is a consortium of a local school system, two colleges, and the West Virginia Department of Education and is designed to enhance the implementation of effective teacher preparation programs. The section on governance contains an organizational chart and the by-laws of the center. The programs described are (1) preservice experiences, (2) inservice/continuing education, (3) suggestions for supervising teachers, and (4) conferences. (Author/RC)

ED 121 722 95 SP 009 982

Alternate Learning Center. Abstracts of Inservice Training Programs.

Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Contract—OEG-0-70-1854(725)

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Inservice Courses, *Inservice Programs, *Inservice Teacher Education, *Program Descriptions

This booklet is a collection of abstracts describing the 18 programs offered at the Alternate Learning Center of the Rhode Island Teacher Center which has as its primary function school based inservice training for local teachers and administrators. Each project is described in detail, including course goals, specific objectives, training activities, and evaluation results. Some of the programs described include Career Education, Creative Problem Solving, Teacher Effectiveness Training, Project Management, Determining Instructional Purposes, Program Budgeting, and Experience in the Metric System. The booklet also provides information on the number of credits applicable to degree programs and toward certification, as well as the number of training hours necessary for each program. (DMT)

ED 121 723 SP 009 983

Flanagan, Dan

Can Students Be Teachers Too?

Pub Date Apr 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, *Credit Courses, Curriculum Development, *Experimental Programs, Higher Education, *Peer Teaching, *Student Developed Materials, Student Teacher Relationship, Teacher Education, Teaching, *Undergraduate Students, Undergraduate Study

This is a report about a program at the University of Massachusetts which allows undergraduate students to devise and teach one-credit courses with appropriate faculty supervision. Students without prior teaching experience must first take two credit hour workshops which train them in teaching skills. The program is coordinated by student affairs staff in the different residential areas of the campus. Though many experimental programs tend to be eliminated when finances are cut for education, this particular program has been popular, and therefore not eliminated, because it seems to exploit resources within the university and because peer teaching appears to be good for both the teacher and the participants. Evaluation is carefully arranged to insure the quality of the courses that are offered. (CD)

ED 121 724 95 SP 009 984

Newton, Fred E.

Leader's Guide: Facilitating Inquiry in the Classroom.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 70

Note—442p.

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—*Inquiry Training, Instructional Materials, *Leaders Guides, Learning, Questioning Techniques, *Teacher Education, Teacher Role, *Teacher Workshops, *Teaching Techniques

This is the leader's guide and training materials for conducting workshops on an instructional system which utilizes the process of inquiry. The guide is designed for leaders of these workshops and lists the leader's activities. It is organized according to the 18 major workshop experiences, referred to as subset. Each subset guide is organized into four parts: (1) activities of the subset, including time allotments for each activity; (2) directions and/or comments the leader reads at each of the subset activities; (3) the rationale for each activity and its location in the training design; and (4) materials the leader needs to have ready for the activities during a subset. The titles of some of these subsets include "Inquirer Behavior," "Evaluating Teamwork Relation-

200 Document Resumes

ships," and "Facilitating Growth Moves." Also included are the participants' handouts for each subset. Appended are transparencies, learning objectives, typescripts of confrontation tapes, and workshop designs. (RC)

ED 121 725 SP 009 985

Farrah, George A., Comp.

An Annotated Bibliography of Research Concerning the Self-Concept and Motivation Inventory (SCAMIN). Revised.

Pub Date 20 Oct 75

Note—19p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Educational Psychology, Educational Research, *Motivation, *Self Concept, *Students, *Teachers

Identifiers—*Self Concept And Motivation Inventory

This document presents summaries of research findings which trace the development and use of a battery of diagnostic instruments for the assessment of self-concept and motivation, called the Self-Concepts and Motivation Inventory (SCAMIN). The inventory measures factors such as (1) self-adequacy, (2) personal investment, (3) role expectations, and (4) goal needs. Part one of this document presents summaries of findings and bibliographic information of SCAMIN research ranging from preschool students to university undergraduate students (1962-1972). In part two, the SCAMIN research focuses on teachers in all levels in the time period 1973-1975. This part is an annotated bibliography with research findings included for each citation. (Author/RC)

ED 121 726 SP 009 986

Rosser, Stephen R., Denton, Jon J.

One Approach to Accountability: Program Assessment by Recent Graduates Using a Two Scaled Instrument.

Pub Date [76]

Note—15p.; Table 2 may reproduce poorly due to print size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Accountability, Educational Assessment, Educational Quality, *Graduate Surveys, *Program Effectiveness, *Program Evaluation, Student Attitudes, *Teacher Education Curriculum

The development and documentation of procedures to conduct a comprehensive follow-up survey in addition to the compilation of the perceptions of recent graduates regarding the quality of their preparation for teaching were the goals of this investigation. The sample consisted of 196 1973-74 graduates of teacher preparation programs under the aegis of the College of Education at a Land Grant University accredited by the Southern Association of Colleges and Universities and the National Council for Accreditation of Teacher Education. The instrument designed for this investigation contained thirty items with two response scales (importance and effectiveness) associated with each item. In addition, demographic items and four open-ended questions were included on the instrument in such fashion to permit the respondent to fold a single sheet, affix the edges, and remit by mail. Two mailouts and a telephone contact resulted in a total return of 62.8 percent of the graduates surveyed. Procedures determined to facilitate a follow-up study of this nature include (1) a systematic plan for compiling addresses of graduates, (2) the utilization of a durable single sheet mailout instrument, and (3) telephoning non-respondents. The perceptual ratings obtained on the value of the instructional units and the quality of instruction experienced have provided meaningful information to program developers for revising and replacing various instructional components. (Author/DMT)

ED 121 727 SP 009 987

Denton, Jon J.

An Evaluation Model for Competency Based Teacher Preparatory Programs.

Pub Date [76]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Course Evaluation, *Educational Accountability, *Formative Evaluation, *Models, *Performance Based Teacher Education, Program Effectiveness, *Program Evaluation, Systems Analysis

This discussion describes an evaluation model designed to complement a curriculum development project, the primary goal of which is to structure a performance based program for preservice teachers. Data collected from the implementation of this four-phase model can be used to make decisions for developing and changing performance objectives and program components. This model provides two classes of information: data on program operations and data on student achievement. The initial component (phase one) of the evaluation model serves two assessment functions: student achievement and program effectiveness. This information is obtained from a formative test with objective-type test items. The achievement and perception data collected in phase one provide information for short term maintenance decisions for the coursework preceding student teaching. Phase two involves the confirmation of the stability of the assessment instruments. Two measurement processes constitute this phase: final cognitive assessment and observation of classroom teaching skills. Phase three centers on assessing the ability to apply teaching skills emphasized in the course work preceding student teaching. Phase IV of the model expands the effort to collect "consequence of instruction" information. Graduates of the program are asked to evaluate their preparation after one semester of classroom teaching experience on a brief questionnaire. (The report also includes a mathematical decision model, used when multiple sets of data are collected in determining whether the major goals for evaluation programs are being attained.) (DMT)

ED 121 728 SP 009 988

Frith, Greg

Broadening of Graduate Practicums (An overview of how Jacksonville State University increased the practical experiences available to employed Master's level students).

Jacksonville State Univ., Ala.

Pub Date [75]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Graduate Study, Internship Programs, Masters Degrees, *Practicums, *Special Education Teachers, Teacher Interns, *Teaching Experience

Educators agree that the interaction of teachers in training with exceptional children through the medium of practicums or internships is an essential component of every teacher education program. At the undergraduate level, where the student is usually pursuing a degree on a full time basis, ample opportunities exist for interaction with children, both in conjunction with classroom assignments and through student teaching. At the Master's level, where most students pursue a degree on a part time basis (and are employed as a teacher during the day), practical work is logistically more difficult to arrange. Student feedback at Jacksonville State University indicated that additional types of exposure would be meaningful. Thus, an agreement was reached with the nearby Calhoun County School System whereby special education teachers enrolled for an internship in special education were permitted to receive exposure to classroom situations other than their own. Implementation of the program necessitated (1) the approval and cooperation of the Superintendent of Education for the county, the Coordinator of Special Education, and various teachers; (2) pre-planning by program administrators and caution in the participant selection; (3) the encouragement of participants; and (4) follow-up asking teachers and administrators involved to exchange experiences formally and informally. This exchange program, in which some teachers were given total responsibility for a classroom and others were allowed to observe, was perceived as being quite meaningful by everyone involved. (A list of observations of participating teachers and recommendations for university supervisors are included.) (DMT)

ED 121 729 SP 009 989

Brown, Robert M.

A Survey of Student Teachers' Views on Selected Aspects of the Teacher Education Program in Secondary Education.

Pub Date Apr 76

Note—24p.; For related document see ED 100 844

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Education Courses, *Program Evaluation, Questionnaires, School Surveys,

Secondary Education, *Student Opinion, *Student Teachers, Surveys, *Teacher Education, *Teacher Education Curriculum

This is the third in a series of surveys concerning the undergraduate teacher education program at East Carolina University. Only secondary education majors in their last week of student teaching during the fall quarter 1975 were surveyed. This survey covered the professional courses taught by the School of Education, Psychology Department, and the student's own department. Questions concerning specific courses were divided into two categories; (1) important aspects of the particular course, and (2) aspects which should be included. The students were asked to choose the one aspect which they thought was most important, and each question also provided for the student's own idea of what was most important. (Twenty-one tables showing the tabulated responses are included, as is a copy of the questionnaire.) (Author/RC)

ED 121 730 SP 009 990

Baden, Donald J.

Developing an Implementing Teacher Directed Professional Development Model.

Pub Date 5 Feb 76

Note—18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (56th, St. Louis, Missouri, February 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Effective Teaching, *Inservice Programs, *Inservice Teacher Education, *Program Development, *Teacher Developed Materials, Teacher Improvement, *Teacher Participation, Teacher Workshops

Teacher directed inservice or professional development is one means of increasing teacher self improvement. However, unless the teacher motivation stems from an intrinsic desire to teach more effectively, the degree of professional growth will be minimal. For this reason it is imperative that a teacher directed inservice program depend on intrinsic motivation to facilitate growth. A problem solving approach probably has the greatest potential for resulting in real learning because of the unsatisfactory experiences that many teachers have had with professional development or inservice activities. The professional development model presented in this paper would be developed through a series of phases occurring over a period of time. The initial step in developing this model is to create the items which will be included in the needs assessment instrument. It is imperative that the teachers involved in the program have input in the creation of these items. Once the needs assessment has been developed, it should be administered to all teachers within the area to be covered by the professional development center. After results have been tabulated on the needs assessment, they should be shared with teachers and a list of 10-15 highest priority items drawn out of the total list. A decision on which instruction to offer and when this instruction would be offered would then be determined by a teacher policy board which would also set the objectives for each course or workshop. Past dependence on administration or university to set goals will be replaced by a realistic professional approach to continued self development. (Included in appendixes are needs assessment charts.) (DMT)

ED 121 731 95 SP 009 991

Milczarek, Gary

Interim Milestone Cycle 1 Evaluation Progress Report. Social Conflict and Negotiative Problem Solving.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Jan 76

Contract—NE-C-00-3-0072

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conflict, *Conflict Resolution, *Course Evaluation, *Interpersonal Competence, *Problem Solving, Program Evaluation, *Workshops

Identifiers—*Negotiation

This progress report contains a summary of an evaluation of the Cycle I field trial of the Social Conflict and Negotiative Problem Solving instructional system, which was developed by the Improving Teaching Competencies Program of the

Northwest Regional Educational Laboratory. The evaluation was done to document the field trial workshop, collect data for reporting development and evaluation progress to the National Institute of Education, and provide information helpful to the developers in strengthening the instructional system. The report contains three sections: (1) the evaluation method which summarizes background information about the test site and participants and outlines the evaluation activities; (2) the evaluation results; and (3) recommendations for development and evaluation. The report states that the field test and evaluation of the workshop were held with educators from four school districts in Orange County. It also states that the workshop had 13 objectives, some of which included: (1) accepting conflict as a natural part of social reality, (2) understanding the strengths and weaknesses of alternative ways of coping with conflict, (3) understanding a negotiable problem solving model, (4) increasing ability to recognize legitimate self-interests in conflict situations, (5) understanding the phenomenon of power, and (6) integrating workshop learnings and applying them to home settings. According to the report, results of the evaluation indicated that most participants rated the workshop as helpful in attaining most of the 13 goals. Tables and references are included. (CD)

ED 121 732 SP 009 992

Sweet, Harold W.
Community and Public Relations.
Pub Date [76]
Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Athletics, *Community Attitudes, *Educational Finance, *Physical Education, *School Community Relationship

This brief presentation describes public relations projects of Dubuque schools to popularize athletics. Among the activities cited which are used to promote community interest in sports events are public school-private school informal matches, talks, swim-a-thons, travel and adventure nights, class banquets with popular speakers, booster clubs, and projects tapping the interest of area businessmen. (CD)

ED 121 733 SP 009 993

Chissom, Brad S.
Moral Behavior of Children Participating in Competitive Athletics.

Note—13p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Agency Role, Athletic Coaches, *Athletic Programs, Athletics, Community Agencies (Public), *Moral Development, *Parent Attitudes, *School Responsibility, Team Training, Teamwork

Eight to twelve year old children are at an ideal age in terms of influencing moral development because of the cognitive and social changes they go through at this stage. Their interest in group activities makes team sports attractive. It is important to determine whether competition in athletic programs detracts from moral behavior. If it does, then those who run athletic programs, whether in schools or community agencies, need to be educated to develop better ways of influencing moral behavior. Parents must participate as well because it will be difficult to rectify some of the problems created by the "win-at-all-costs" attitude if parents' attitudes do not change. Although much research has been done on moral development in children, particularly by Kohlberg and Piaget, little research has been done on moral education and athletic competition. Nor do we know whether moral education programs would be successful. Nevertheless, change is clearly needed to correct the current situation in which competition and moral behavior are seen as antithetical. (CD)

ED 121 734 SP 009 994

Fowler, John
A Survey of the Professional Needs, Interests, and Concerns of the Physical Education Teachers in Colorado.

Colorado Association for Health, Physical Education and Recreation; Colorado Univ., Boulder. Dept. of Physical Education.

Pub Date Jan 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Elementary Secondary Education, *Physical Education, *Professional Associations, Questionnaires, *Surveys, *Teachers

This survey was developed as a project for the Colorado Association for Health, Physical Education, and Recreation during the 1974-75 academic year. The purpose of the survey was to find out what kind of support or need exists for professional associations by physical education teachers in Colorado. Several questions were also included in the survey from the Department of Physical Education at the University of Colorado to obtain responses which might be of assistance in professional preparation. Questionnaires were mailed to 1200 physical education teachers in Colorado elementary and secondary schools. Close to 20 percent were returned. The results of the survey indicate that teachers appear to have widely differing needs and interests which are not always being met by professional associations. (Sample responses are included, as is a copy of the questionnaire.) (Author/RC)

ED 121 735 SP 009 995

Kimmel, Carol
How the PTA Views Physical Education.
Pub Date 2 Apr 76

Note—10p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Athletics, *Health Education, *Parent Associations, *Parent Attitudes, Parent Participation, Physical Activities, *Physical Education

Identifiers—Parent Teacher Associations

The Parent Teachers Association (PTA) has had a long interest in physical education. At the convention at which the PTA was founded, a major address was presented on the subject of "physical culture." After 80 years, the PTA is still concerned with the physical as well as mental education of children. A major concern is with the psychological damage that high pressure, competitive sports programs may have. In conjunction with its efforts on behalf of physical education, the PTA in recent years has become deeply concerned with piecemeal efforts in the area of health education. Consequently they are now actively promoting a program of comprehensive school health education through passage of the Comprehensive School Health Education Bill. This bill would establish a three-year program to encourage the development of sound health habits in children and authorize grants for teacher training. Helping to secure passage of this bill is one of four priorities in the National PTA's current legislative program. (DT)

ED 121 736 SP 009 996

Hidinger, George
What A Booster Club Can Do.
Pub Date 2 Apr 76

Note—7p.; Paper presented at the American Alliance for Health, Physical, Education, and Recreation National Convention (Milwaukee, Wisconsin, April 2, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Athletic Programs, Community Involvement, *Financial Support, Physical Education, *Recreation Finances, *School Community Programs, *Secondary Education

Identifiers—*Booster Clubs

This speech was presented at the 1976 American Alliance for Health, Physical Education, and Recreation national convention by the principal of an Iowa high school. It discusses the development and effectiveness of the Jefferson High School Booster Club which was developed by an interested parent and has been quite successful. The club has assisted the athletic program in three dimensions: (1) with manpower, (2) with finances, and (3) in public relations. Manpower has been provided on all levels by persons working as ticket takers and ticket sellers, and by persons running concession stands at athletic events. Financially, the club has helped the program with profits from the concession stands and the tickets. Through these efforts the club has also improved public relations between schools and within the community. (DMT)

ED 121 737 SP 009 997

Bundy, Ola M.
The High School Girl Athlete's Share in the Future.
Pub Date 2 Apr 76

Note—17p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Athletic Coaches, *Athletics, Federal Legislation, *Females, Secondary Education, *Sex Discrimination, *Student Participation, Womens Athletics

In this speech, the assistant executive secretary of the Illinois High School Association (IHSA), talks about how female athletes have been discriminated against in the past, and then discusses how athletic directors are seeking to compensate for that now. She mentions statistics of girls' participation in interscholastic sports between 1970 and 1975, a time in which participation multiplied several times. She praises both women coaches and women who volunteer to officiate at games. She refers to Title IX, but suggests that it is not that law but the efforts of women who have been trying to upgrade girls' sports, that has led to the existence of fine athletic programs for girls. (CD)

ED 121 738 SP 009 999

Athletics in Oregon K-12. Guidelines for Local School District Policies.

Oregon State Dept. of Education, Salem.

Pub Date Nov 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Athletic Programs, *Athletics, *Board of Education Policy, Elementary Secondary Education, Physical Activities, *Physical Education

Identifiers—*Oregon

This publication contains the suggested policies for athletics that were approved by the Oregon State Board of Education in September 1975. The policies represent the essentials for organizing and administering athletic programs in Oregon schools. The first section presents principles and policies for physical education, intramurals, and interschool athletic programs. In the second section detailed policies are presented for interschool athletic programs, including such areas as participation, sponsorship and administration, qualifications of coaches, weather, transportation, practices and contests, game rules and officials, awards, and medical and legal policies. The third section presents the policies regarding the Oregon School Activities Association. Appended are (1) the Oregon School Activities Association organizational structure; and (2) sample forms, including a medical report for students, an athletic participation permit, an annual interval history form, and a return to participation form. (RC)

ED 121 739 SP 010 000

Dunham, Paul, Jr.
The Effect of Age, Sex, Speed and Practice on C/A Performance of Children.

Pub Date 15 Mar 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Age Differences, Children, *Motor Development, *Perceptual Motor Coordination, *Reaction Time, *Sex Differences

Identifiers—*Coincidence Anticipation

This study investigated whether age, sex, speed, and practice affects the acquisition of coincidence-anticipation (C/A) performance accuracy of children ages seven to twelve. (C/A refers to the ability to make a motor response coincident with the arrival of an object at a designated point.) The subjects used in this study were 84 elementary students. Fourteen subjects, seven boys and seven girls, were included in each of six age groups. The apparatus employed consisted of a wooden track the length of which traveled a gravity propelled car, and a subject's anticipation switch. The testing procedure began with subjects depressing the switch at the experimenter's command. The car was then released and travelled down the track. When the car passed a first switch, two timers were activated. As the second switch was passed, one time clock was stopped. The other timer stopped at the moment the subject judged that the car and switch were in coincidence. A subject's score was the absolute difference between the times recorded on the two clocks. Results revealed that while 11 and 12 year olds' performances did not differ significantly, both exhibited more accurate performances than the 10, nine, and eight year olds. The performance accuracy of the seven year olds was significantly less than that of each of the other five age groups. Males' performance was superior to females, but was attributed to the testing situation as opposed to a biological dif-

ference. Practice was shown to influence accuracy positively. (DMT)

ED 121 740 SP 010 001

Schneiderman, Della Z.

The Open Classroom: Salient Components.

Pub Date Apr 76

Note—15p.; Paper presented at The Annual Meeting of the American Educational Research Association, Division B (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Elementary Education, Evaluation Methods, Individualized Programs, *Intermediate Grades, *Open Education, *Program Evaluation

This study established nine categories which taken together define the open classroom. Three open classrooms at the grade levels four to six were used for this study. To gather the data the classrooms were observed, literature was reviewed, interviews were taken, and audio and video equipment was used. The data was then analyzed, and the categories were determined. The nine, identified, salient components of the open classroom were (1) adult(s) in residence, (2) child, (3) environment, (4) content/curriculum, (5) organization, (6) flexibility, (7) structure, (8) philosophy, and (9) support system. The components are common to both open and traditional education, but they are treated differently in open classrooms. They must all be there, and they must all work together. If any are weak or missing, the open classroom is bound to suffer. (A discussion of each category is included.) (Author/RC)

ED 121 741 SP 010 002

DeFlaminis, John A.

Teacher Responses to Classroom Misbehavior: Influence Methods in a Perilous Equilibrium.

Pub Date 76

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Class Management, *Discipline, *Misbehavior, Power Structure, *Teacher Influence, *Teacher Response, *Teacher Role

This paper describes a study which had a twofold purpose. The first was to determine which methods of influence were used by teachers to control pupils who exhibited various types of disruptive misbehavior. The second purpose of this study was to determine why teachers chose those specific methods of control. Influence was considered from the perspective of the person being influenced (the student). Six methods of influence were defined and utilized: authority, coercion, situational and relational contract, persuasion, and manipulation. These six influence methods were grouped into three categories of influence (unwilling, willing, and unwitting) which were used to describe how the teacher's judgment was substituted for that of the students. Eighty-five certified classroom teachers from Eugene, Oregon, comprised the sample for this study. This sample covered grade levels 1-12. While the school district selected the schools in the sample, volunteers were recruited from the faculties to complete the instrument (Influence Inventory). A stratified random sample of 40 teachers was selected from this population to participate in a follow-up interview. The Influence Inventory contained 16 hypothetical situations to which teachers responded. Each situation contained a combination of four facets: (1) duration of disruptive misbehavior, (2) students' motivation to learn, (3) sex of student, and (4) student's ability group. A follow-up interview was used in this study to elicit the teacher's subjective reasons for using the methods of influence chosen. (Author)

ED 121 742 SP 010 003

Gay, L. R.

Evolution of an Innovation: Development of a Competency-Based Educational Research Course, 1972-1976.

Pub Date Apr 76

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Credit No Credit Grading, *Educational Research, *Education Courses, Feedback, Higher Education, Individualized Programs, *Performance Based Teacher Education, Performance Criteria, *Teacher Education

During the fall quarter 1972, a total competency-based educational research course was offered at Florida International University. At that time, the course was characterized by prescribed competencies, criterion-referenced evaluation, the absence of tests, credit-no credit grading, self pacing, unlimited recycling to criterion, and individual feedback. During the past three and one-half years the course content has remained relatively stable, but course procedures have changed. Most of the changes have been in the area of student evaluation and have been based on student performance data, student and instructor feedback, and the results of experimental research conducted within the course. It has now been determined that (1) prespecified competencies and criterion-referenced evaluation are essential and desirable components of a competency-based research course; (2) testing of subcompetencies is apparently essential in order to assure comprehension of prerequisite knowledge; (3) credit-no credit grading is unacceptable on both philosophical and practical grounds to students, instructors, employers, and graduate schools; (4) self pacing is detrimental to both students and instructors; and (5) unlimited recycling is inefficient and unproductive, even when accompanied by intensive, individualized feedback. (RC)

ED 121 743 SP 010 004

Biehler, Robert F.

The Rationale of "Psychology Applied to Teaching".

Pub Date 23 Apr 76

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Psychology, Higher Education, Teacher Education, *Textbook Content, *Textbook Preparation, *Textbooks, *Textbook Standards, *Writing

Texts in educational psychology have been criticized because they allegedly fail to define the subject matter domain of the field, because they are written for instructors rather than students, and because no consistent theoretical position is taken. The fact that different texts stress different sets of data does not mean they fail to define the domain of a field, but rather that each author selects information which he or she feels will be of greatest value to students. In the case of "Psychology Applied to Teaching," information selected for the text was chosen after consulting with students, former students engaged in their first year of teaching, and instructors. Most sections of the text were written specifically for students, but in the instructor's Manual chapters were organized and the test item files were written primarily for instructors. Instead of attempting to stress a single theoretical position, several theories are described because it is felt that each clarifies different aspects of teaching. It is unlikely that students will remember and consistently apply any particular theoretical position when they become teachers. It is preferable, then, to urge them to make occasional applications of techniques derived from many different views. (Author)

ED 121 744 SP 010 005

Potter, Ellen F.

Correlates of Oral Participation in Classrooms.

Pub Date 22 Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 22, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Anxiety, Classroom Observation Techniques, High Achievers, Interaction, Low Achievers, *Peer Acceptance, Self Concept, *Sex Differences, Student Attitudes, *Student Characteristics, *Student Participation, Student Teacher Relationship, Teacher Response

The purpose of this study was to identify child characteristics associated with varying rates of oral participation in classrooms. The study also

attempted to determine why some children seek social approval through an approach strategy while others use an avoidance strategy. Anxiety, defensiveness, self-concept of school ability, sociometric status, and position of the child's desk in the classroom were expected to be influential factors. Also examined was the child's perception of his/her role in the classroom and relationship to authority figures. The subjects were 48 third and fifth grade students in a suburban school. Behaviors observed and measured were handraises, answers to teacher questions, and personal requests for teacher attention. Several correlations were discovered. One was that anxious children were more involved in the classroom, presumably because they cared more about teacher-designed achievement activities. Also, girls' participation depended heavily both on their feeling they would not be criticized by their peers if they participated and on the degree to which they felt teacher encouragement of such participation. Low achievers participated more if their desks were in active areas in the classroom. The research seemed to bear out the general belief that girls' achievement is linked to attempts to gain approval while boys' achievement are more tied to self-approval. On the basis of this research, teachers are advised to encourage peer approval in the classroom and emphasize the acceptability of student involvement. (CD)

ED 121 745 SP 010 006

Cogan, Max And Others

Cognitive Style Mapping: A System for Planning

True Personalized Instruction.

Pub Date 4 Feb 76

Note—17p.; Summary of a Specialized Topic Seminar for the National Association of Teacher Educators Conference (St. Louis, Missouri, February 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Diagnostic Tests, Educational Accountability, *Individual Development, *Individualized Instruction, *Learning Activities, *Learning Characteristics, Teacher Education, Teacher Seminars

Identifiers—*Cognitive Style Mapping

This is a summary of discussion and materials used in a seminar on Cognitive Style Mapping (CSM) of individual learning strengths as a key to an accountable teacher education program based on personalized instruction. CSM refers to a diagnostic technique used to identify a student's relative learning strengths on selected learning variables. This document describes the coverage of the seminar in the following areas: (1) an overview of CSM as an edumetric procedure, (2) the role of CSM in an accountable model of learning, (3) CSM as a self-screening instrument in professional preparation, (4) reading skill augmentation as an example of the development of basic learning strengths, and (5) the development and validation of a CSM instrument. (Author/RC)

ED 121 746 SP 010 007

Peterson, Irvin, L. And Others

Recreation and Health Education Programs for the Santee Indian Reservation.

Pub Date 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indians, Disadvantaged Groups, *Field Experience Programs, Health Education, Health Programs, Higher Education, Human Services, *Leadership Training, Physical Education, *Recreational Programs, *Reservations (Indian), School Community Relationship, Social Problems, Student Leadership

This is a report of a joint Nebraska Wesleyan University-Red Cross project on the Santee Indian Reservation. Through the project, Wesleyan students took a three-credit course in which they learned principles of health education, physical education, recreation, and nutrition, and used their skills on the reservation. The students participated in all aspects of the community project, from designing and building facilities to training local people to assume responsibility for the project. The project had to cope with numerous social, economic, and physical problems in this underprivileged area, but over time most goals were accomplished. The author of the report recommends that college health, physical education, and recreation programs offer such practical training experience for their students. (CD)

ED 121 747 SP 010 008

McNergney, Robert
Applying An Aptitude-Treatment Interaction Approach to Competency Based Teacher Education.

Pub Date 23 Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Aptitude, *Classroom Environment, *Cognitive Development, Conceptual Schemes, *Individualized Instruction, Instructional Design, Intervention, Learning, Performance, *Performance Based Teacher Education, *Personality Studies

Identifiers—*Aptitude Treatment Interaction
 Aptitude treatment interaction (ATI), as applied to education, measures the interaction of personality factors and experimentally manipulated teaching strategies. ATI research has had disappointingly inconclusive results so far, but proponents argue that this has been due to imprecise methods, which can be rectified. They believe that intervention strategies can remedy learning deficiencies, circumvent a learning deficiency by presenting information in a highly accessible manner, and capitalize on specific learning strengths. One way this is possible is by taking into consideration the cognitive development level of the learner. This is done by providing highly structured learning environments for students at a low conceptual level, and very little structure with an emphasis on choice and decision making on the part of the students for learners at high conceptual levels. Proponents of ATI argue that it broadens competency based teacher education by stressing the importance of the individual and the environment, and by varying the content, sequence, and practice variables of teacher education. (CD)

ED 121 748 95 SP 010 009

Cutting, Pamela J. Hiscox, Suzanne B.
Relevant Explorations in Active Learning (REAL) Users' Review and Case Study. Improving Teaching Competencies Program.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Feb 76

Contract—NE-C-00-3-0072

Note—97p.; For related documents, see SP 010 010-011

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adults, *Case Studies, *Evaluation Methods, *Program Evaluation, Psychological Characteristics, *Social Psychology, Social Relations, Students

Identifiers—*Relevant Explorations in Active Learning

This report presents the design and results of two evaluation studies of Relevant Explorations in Active Learning (REAL), an instructional resource developed in the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. The first study was a users' review of REAL materials and the second, a report of the tryout of REAL as a resource at a residential treatment center for boys. The report summarizes the data collected about the use of REAL in terms of strengths and weaknesses of the materials. It also focuses on the effects of REAL participation on students and adults. It is stated that REAL consisted of several learning packages called Minipaks which contained information about a specific psycho-social topic and provided a variety of learning experiences and self-evaluation opportunities related to the topic. In the first section of this report, REAL is briefly described and the purpose of the evaluation is presented. The second and third sections describe procedures for the user review of REAL and the results of that review. The fourth section briefly summarizes the case study of the use of REAL at Spaulding Youth Center in Tilton, New Hampshire. The fifth section contains recommendations based upon the two evaluation studies. The appendixes include questionnaires, letters, information on similar systems, and the Spaulding Youth Center Study. A summary of this evaluation report is also included. (RC)

ED 121 749 95 SP 010 010

Hiscox, Suzanne B. And Others
Interpersonal Influence Field Test, Impact Study and Expert Review. Improving Teaching Competencies Program.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Feb 76

Contract—NE-C-00-3-0072

Note—197p.; For related documents, see SP 010 009 and 011

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Elementary Secondary Education, Evaluation Methods, *Inservice Teacher Education, *Interpersonal Relationship, *Performance Based Teacher Education, *Program Evaluation, Teacher Education, Teacher Improvement, Teachers, *Teacher Workshops, Teaching Skills

Identifiers—*Interpersonal Influence

This report focuses on Interpersonal Influence (INF), an instructional system developed by the Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory. The stated purpose of the system is to provide classroom teachers with a set of skills and concepts that can help them engage in productive, collaborative efforts and understand interpersonal and group processes within their own schools and classrooms. Three evaluative studies are discussed. One of the studies focuses on short-term cognitive and affective effects, one on impact of teachers' training on the classroom, and one on the appropriateness of the system for potential consumers. The first section of this report includes a description of the INF instructional system. The design of the field test, which assessed short-term effects of the system, is presented in section two, while section three includes a description of the results of the field test study. The design of the impact study, which determined the effects of training on student reports of classroom climate, is presented in section four. Section five contains the results and discussion of the impact study. Section six presents the design used in the expert review of INF, while section seven discusses results of the review. Section eight includes recommendations based on the results of the studies presented in this report. The appendixes include field test instruments, questionnaires, inventories, and letters. A summary of this report is also included. (RC)

ED 121 750 95 SP 010 011

Murray, Stephen L. And Others
Research Utilizing Problem Solving: Outcome Evaluation Report. Improving Teaching Competencies Program.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Feb 76

Contract—NE-C-00-3-0072

Note—157p.; For related documents, see SP 010 009-010

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Elementary Education, Evaluation Methods, Inservice Programs, *Inservice Teacher Education, Intermediate Grades, *Performance Based Teacher Education, *Problem Solving, *Program Evaluation, Questionnaires, Teacher Education, Teacher Improvement, *Teacher Workshops, Teaching Skills

Identifiers—*Research Utilizing Problem Solving

This report presents data collected about the impact of the Research Utilizing Problem Solving (RUPS) instructional system on the classrooms of teachers trained in two RUPS workshops, which were part of the Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory. The report is divided into four chapters, the first of which describes the RUPS action-research model, as well as the history, objectives, and components of this instructional system. The second chapter briefly outlines the impact study/outcome evaluation; describes the evaluation procedures, methodology, instruments and data analyses; and presents the relevant evaluation questions. The third chapter presents and discusses the results of the impact study, and the fourth chapter summarizes the findings and

results. Appended are (1) stages of evaluation and product development of the Improving Teaching Competencies Program; (2) instruments used in the RUPS evaluation study; (3) a discussion of the psychometric evaluation of the problem solving orientation questionnaire; (4) descriptions and psychometric data for climate scales used in the evaluation of RUPS, Interpersonal Influence, and Group Process Skills; (5) uncorrelated t-values for RUPS posttraining and the followup questionnaire; and (6) responses to the followup questionnaire. A summary of the outcome evaluation report is also included. (RC)

ED 121 751 95 SP 010 012

Shapiro, Karen And Others
Monitoring the Status of Educational Research and Development in the United States.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NIE-C-74-0098

Note—141p.; Technical Report to Accompany 1975 Databook

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Data Collection, *Educational Development, *Educational Research, Evaluation, *Information Utilization, Models, Research Utilization, Social Change, Technical Reports

Identifiers—*Social Indicators

This technical report is the companion volume to the 1975 Databook, the purpose of which was the compilation of available data series focused on the organization and functioning of the knowledge production and utilization (KPU) system. This technical report is intended to (1) provide more accurate data sources, (2) analyze existing data sources, and (3) consider how an ideal set of indicators would be accumulated for monitoring the KPU system. Chapter one is an introduction. Chapter two sketches the development of the social indicators movement, reviews the limitations and potential of an indicator approach for monitoring systems, summarizes the indicators used to monitor "education" as one component of the social system, and discusses the relevance and utility of this approach for monitoring KPU. Chapter three concentrates on the development of a model of educational KPU from which a set of indicators for monitoring can be derived. It also relates a model of educational KPU to the data available for the 1975 Databook. Chapter four presents the general difficulties encountered in data collection and analysis and presents a strategy for minimizing or avoiding these difficulties in the future. Chapter five contains a critique of each data series included in the Databook. The last chapter of this report summarizes the conclusions reached and recommendations made in the preceding chapters and offers some alternative approaches for data collection, analysis, and presentation. (DMT)

ED 121 752 SP 010 014

National Health Education and Disease Prevention Act of 1975. Hearings Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives. Ninety-fourth Congress. First Session.

Pub Date 75

Note—464p.; Not available in hard copy due to type size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consumer Education, Disease Control, *Federal Legislation, *Government Role, Health Education, Health Insurance, *Health Programs, Health Services, Hygiene, Political Issues, *Public Health Legislation, Venereal Diseases

This document presents transcripts and prepared statements of hearings held on November 3-13, 1975 that pertain to national health education and disease prevention, as outlined in House bills H.R. 8278, H.R. 5839, H.R. 7050, H.R. 3205, and H.R. 4444. These bills were written to provide authority for health information, education, and promotion programs, to revise and extend the authority for disease prevention and control programs, and to revise

and extend the authority for venereal disease programs. Statements are included from representatives of HEW agencies and life insurance companies, as well as such groups as Consumer Product Safety Commission, American Academy of Pediatrics, Blue Cross, National League of Nursing, Urban Environment Conference, American Public Health Association, National Study for Health Education, Public Citizen's Health Research Group, American Social Health Association, Association of American Physicians and Surgeons, American Public Health Association, and Society for Public Health Education. (LBH)

ED 121 753 SP 010 015

Merrill, M. David And Others
Research Support for the Instructional Strategy Diagnostic Profile. Technical Report No. 3
Courseware, Inc., Provo, Utah.

Spons Agency—Brigham Young Univ., Provo, Utah. Div. of Instructional Research, Development, and Evaluation; Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date 15 Mar 76

Note—45p.; Charts may not reproduce clearly due to type size

Available from—Courseware, Inc., 1178 South State Street, Orem, Utah 84057

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Criterion Referenced Tests, *Diagnostic Tests, *Educational Diagnosis, Educational Research, *Instructional Improvement, Instructional Programs, Profile Evaluation, Taxonomy

Identifiers—*Instructional Strategy Diagnostic Profile, ISDP

By using a taxonomy of instructional strategy variables, an Instructional Strategy Diagnostic Profile (ISDP) was developed which can be used either to determine a judged index of instructional effectiveness for a previously designed instructional product or to guide the design and development of a new instructional product. Existing experimental research was examined to determine the empirical base underlying ISDP propositions relating student performance to parameter values on instructional strategy taxonomy variables. The following propositions or partial propositions were supported: (1) a segment of instruction should include all three of the primary presentation forms: rule, example, and practice; (2) the rule should be stated in other than verbal form or should be elaborated via an algorithm; (3) example displays should be elaborated via devices which focus the student's attention on the relevant attributes, and/or practice displays should provide explanatory feedback; (4) example or practice displays used alone would include nonexamples matched to examples on the basis of variable attributes; and (5) example and practice displays should include a divergent set of instances which range in difficulty. There is considerable empirical research support for most of the propositions underlying the ISDP, and it seems reasonable to predict that a given instructional package judged to have a high ISDP index should provide effective instruction. (Author/LBH)

ED 121 754 SP 010 016

Pohlmann, Mary M.

Teacher Behaviors Associated with Student Change in Attitude Toward a Teacher Education Course.

Pub Date 76

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Education Courses, Foundations of Education, Higher Education, *Preservice Education, Questionnaires, *Student Attitudes, *Teacher Behavior, Teacher Education

The relationship between student perception of teacher behaviors and change in students' attitude toward a course in preservice teacher education was studied. The course selected was School and Society, a required course in educational foundations. Subjects included 87 students enrolled in eight sections taught by six instructors. A common syllabus and set of objectives were used by all sections. The individual student was selected as the statistical unit. The criterion variable of student attitude change was obtained by covarying pretest from posttest scores on a se-

mantic differential attitude scale. Teacher behaviors were rated by students at the end of the course and correlated with student change in attitude toward the course. Three teacher behavior dimensions (1) clarity, (2) enthusiasm, and (3) indirectness were represented by items on the teacher behavior instrument. Of these, clarity had the highest percentage of items correlating significantly with the criterion. Factor analysis indicated clarity accounted for 21.16 percent of the variance in the criterion, enthusiasm 4.84 percent, and indirectness 1.44 percent. Clear, interesting, and relevant presentations were supported by the findings as desirable in promoting the student outcome of positive change in attitude toward the course. (Appended are the instruments used.) (Author/RC)

ED 121 755 SP 010 017

Coeducational Elective Physical Education Handbook. Secondary.

Boise City Independent School District, Idaho.

Pub Date 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Athletic Programs, *Athletics, *Coeducation, Elective Subjects, Equal Education, *Physical Education, Physical Fitness, *Program Guides, *Secondary Education, Teaching Guides

Identifiers—*Idaho (Boise)

This is a handbook on coeducational elective physical education for secondary students. It begins by listing and discussing 10 objectives of elective physical education. The next section contains information on organizing the elective program including preparing the schedule, long range planning, registration, record keeping and grading, testing and scoring performance, and rainy day scheduling. The final section contains specific examples of incorporating coeducational team sports including basketball, football, softball, volleyball, and other activities. A sample critique sheet is also included. (RC)

ED 121 756 SP 010 018

Zornow, Gerald B.

President's Commission on Olympic Sports. First Report to the President.

President's Commission on Olympic Sports, Washington, D.C.

Pub Date 9 Feb 76

Note—141p.

Available from—President's Commission on Olympic Sports, 2025 M Street, N.W., Suite 3002, Washington, D.C. 20506

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*American Culture, *Athletic Programs, *Athletics, Committees, Financial Support, Government Role, National Organizations, *National Programs, Physical Education Facilities, Physical Fitness

Identifiers—*Presidents Commission on Olympic Sports

Initial findings, conclusions, and recommendations, based on studies during the commission's first five months of existence concerning the current structure of amateur sports in the United States, are presented in this document. It is shown that there is no truly effective system for amateur athletics in this country, that the system is influenced by the International Olympic Committee and the international sports federations, and that the role of American governing bodies differs from sport to sport. Significant differences in systems in other countries are described in the areas of organization and management, mass participation, development programs, financing, facilities, and competition. The need for reorganization of amateur sports in the United States is emphasized, and ways are suggested for accomplishing the reforms. A potential solution is presented in the concept of a highest sports authority, which is conceived as a permanent organization of national scope with responsibility for handling those essential functions not currently being carried out by existing organizations and for mobilizing existing financial, technical, and organizational resources in support of a comprehensive national amateur sports effort. The goals and means of implementation of a highest sports authority are discussed. (LBH)

ED 121 757 SP 010 020

Carfio, James

The Relative Effects of Alternative Learning Structures on Attitudes and Achievements.

Pub Date 76

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, *Education Courses, Education Majors, *Learning Processes, Measurement, *Sequential Approach, *Student Attitudes, Tests, Undergraduate Students

This study compared two learning structures for an introductory course in tests and measurements in terms of their relative effects on attitudes and achievement. The first structure represented a functionally arranged instructional sequence (FAIS). The second represented a psychologically arranged instructional sequence (PAIS). The instructional sequencing effects were investigated in terms of a completely-crossed Treatment by Instructor by Aptitude design. The four instructors were male, well-trained in measurement, but with different degrees of experience in teaching this content. The subjects were 143 female and 14 male undergraduate elementary education majors enrolled in a 16 week block course. Students were quasi-randomly assigned to treatment groups. Students constructed their achievement tests (the performance measure) at the end of their unit on Measurement Theory. For the FAIS group this was near the beginning of the term; for the PAIS group this was near the end of the term. At the end of the term post attitude and instructor evaluation data were collected. A final summative achievement measure on all course objectives was administered 10 days later. Under the FAIS treatment the most experienced instructor got high achievement but negative attitude gains, whereas under the PAIS treatment this instructor got both high achievement and positive attitude gains. The PAIS treatment produced consistent results regardless of instructor or level of aptitude. (RC)

ED 121 758 SP 010 021

Partin, Ronald L.

The Instructional Effectiveness of Random, Logical and Ordering Theory Generated Learning Hierarchies.

Pub Date 76

Note—33p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Effective Teaching, High School Students, *Instructional Design, *Intellectual Development, Learning Processes, *Learning Theories, Organization, Sequential Approach, *Task Analysis, Thought Processes

The instructional effectiveness of learning programs derived from Gagne-type task analysis, ordering theory analysis, and random sequenced presentation of complex intellectual skills were investigated. Fifty-seven high school students completed a self-instructional program derived from one of the three sequences. No significant differences were found among the three groups in number of objectives mastered. The two groups receiving hierarchical presentations required significantly less time to complete the program than the random sequence group. The study seems to support in part the assumption that an optimal sequence of successful instruction exists. It is concluded that it is unwise to consider the learning of intellectual skills only in terms of prerequisite skills, but that interactions with other variables must be examined. For learning hierarchies to have a profound effect in the classroom, more efficient procedures for task analysis or hierarchy generation are needed. Improvements upon the ordering theory analysis may provide promise in this direction. (Author/LBH)

ED 121 759 SP 010 023

Richardson, William B. And Others

Simulation and Leadership Training.

Pub Date 76

Note—13p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Group Dynamics, *Group Instruction, Group Relations, Instructional Programs, Interaction Process Analysis, *Leadership Training, Management Games, *Simulation, Teaching Methods, *Teaching Models, Vocational Education

Identifiers—*Three Stage Model of Instruction

Ways in which group simulations were incorporated into a Three-Stage Model of Instruction, used to develop 13 units of leadership instruction, are described in this report. The units of instruction were designed for use by high school youth participating in vocational organizations. Using simulation to train leaders has several advantages: (1) it provides a realistic learning environment; (2) it generates a high degree of participant involvement; (3) it encourages the application of leadership knowledge; and (4) it can be used with large or small groups. The results of a field test of the 13 units of leadership instruction are also presented, focusing on the effectiveness of the group simulations. Methods to evaluate the effectiveness of group simulations are then discussed, along with consideration of the importance of simulation as an instructional technique. (Author/LBH)

ED 121 760 SP 010 024

Sherman, Michael A.
A Chronology of PHACT (The Physical Activity Information Retrieval Committee). 1969 to 1975.

Spons Agency—Pittsburgh Univ., Pa. Div. of Teacher Development; Pittsburgh Univ., Pa. University Center for International Studies.
Pub Date 75

Note—20p.; Paper presented at the International Association for Sports Information and the International Anniversary Congress (Graz, Austria, April 15-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—History, *Indexes (Locators), Information Dissemination, *Information Processing, Information Retrieval, *Information Systems, Organizational Development, *Physical Activities, *Physical Education

Identifiers—*PHysical ACTivity Information Retrieval Committee

This document describes the PHysical ACTivity Information Retrieval Committee (PHACT) and provides a detailed chronology of its accomplishments from 1969 to 1975. In an introduction, it is explained that the system prepares and disseminates abstracts, bibliographies, indexes, reprints, and interpretive summaries of research for the use of professionals working in areas relating to physical movement. The document concludes with a list of PHACT accomplishments and with a directory of members, affiliates, and consultants. (CD)

ED 121 761 SP 010 025

Namudu, Mike M.
Passing and Catching in Rugby.
Ministry of Education (Fiji).
Pub Date Oct 74

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Athletic Programs, *Athletics, Elementary Education, *Physical Education, *Recreational Activities

Identifiers—Fiji, *Rugby

This booklet contains the fundamentals for rugby at the primary school level. It deals primarily with passing and catching the ball. It contains instructions on (1) holding the ball for passing, (2) passing the ball to the left-standing, (3) passing the ball to the left-running, (4) making a switch pass, (5) the scrum half's normal pass, (6) the scrum half's swing pass, (7) catching a high ball, (8) taking the ball from a pass, (9) catching a bouncing ball, (10) getting ready to receive a pass, and (11) the dummy pass. Photographs or illustrations accompany each instruction. (RC)

ED 121 762 SP 010 026

Dinataci, S.
Keep Fit. Suggested Fitness Activities for Forms 1-4 Girls.
Ministry of Education (Fiji).
Pub Date 74

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Athletic Equipment, *Athletics, *Exercise (Physiology), Females, Junior High Schools, *Physical Activities, *Physical Education, *Physical Fitness, Secondary Education

Identifiers—Fiji

This booklet is designed for teachers who conduct physical education programs and who coach sports in schools where modern training equipment is not available. Most of the equipment described or shown in this booklet can be improvised. The activities are designed for girls in

grades seven through ten. The following activities are covered in the booklet: (1) hanging and climbing; (2) circuit training; (3) obstacle courses; and (4) 10 BX-multiple exercises including toe touching, knee raising, lateral bending, arm circling, sit ups, chest and leg raising, push ups, leg overs, and jumping. Photographs or illustrations accompany each activity description. (RC)

ED 121 763 SP 010 027

Fardy, Paul S.

Exercise Following a Heart Attack: Some Special Considerations.

Pub Date [76]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cardiovascular System, *Drug Therapy, *Exercise (Physiology), Heart Rate, Muscular Strength, Observation, *Physical Examinations, Physical Fitness, *Training

Identifiers—*Pharmacology

This paper presents information on the effectiveness of exercise programs for heart attack victims. Some of the observations come from unpublished results of a two year experiment of the National Exercise and Heart Disease Project. The paper first establishes that a group exercise program with trained supervision is advantageous for people with heart problems. Then, it discusses the relative advantages of different kinds of exercise stress tests and various drugs, such as glycosides and nitrates, and their effects in conjunction with an exercise program. Training session leaders are warned to make use of direct observation and ECG monitoring in addition to the original tests to see how strenuous an exercise program different individuals should undertake. Specific areas of caution are outlined. Included is a bibliography consisting largely of technical articles on exercise and the heart patient. (CD)

ED 121 764 SP 010 028

Barney, Robert Knight

The Contributions of German Turners to America's Exercise Expression: Then and Now.

Pub Date [76]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—American History, *Athletics, *Educational History, Ethnic Groups, *Exercise (Physiology), *Immigrants, *Physical Education

Identifiers—*Germans

The Turnverein movement in German schools in the early 19th century emphasized the importance of physical education. German immigrants brought this movement to the United States, establishing Turnverein societies in many American cities. They also prepared gymnastics teachers in normal schools and pushed legislation to make physical education mandatory in American schools. Although membership in Turner societies has since declined, Turner festivals, which feature athletic and cultural competitions, still exist. (CD)

ED 121 765 SP 010 029

Physical Education Competencies.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 76

Note—25p.; Not available in hard copy due to type size of original document

Available from—Research and Information Services for Education, 198 Allendale Road, King of Prussia, Pennsylvania 19406

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Objectives, Athletics, Cognitive Objectives, Elementary Grades, Elementary Secondary Education, *Performance Based Education, *Performance Criteria, *Physical Education, Physical Fitness, Psychomotor Objectives, Secondary Schools, *State Curriculum Guides

Identifiers—*Pennsylvania

In conjunction with a new set of regulations dealing with health and physical education programs in Pennsylvania school districts, effective July 1, 1975, the Department of Education outlines in this report competencies and objectives which school districts are encouraged to use to develop quality programs. The physical education competencies suggested in the report are minimal ones (i.e., what most students should reasonably be expected to do according to their age and physical development by grades three, six, nine,

and twelve. The competencies described are of two types: (1) enroute competencies, which are sequential performances leading to basic competencies; and (2) basic competencies, which identify completion of the basic physical education program. The competencies are prepared in such a way as to cover three domains of learning: psychomotor (learning patterns of muscular action for physical performance), cognitive (knowledge germane to physical education and athletics), and affective (attitudes, values, and appreciations). A list of physical education, sport, and dance activities and a bibliography are also included. (LBH)

ED 121 766 SP 010 030

Pesavento, Wilma J.

Ball Games of Native American Women of the Plains.

Pub Date 76

Note—7p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation, Southern District (1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indian Culture, *American Indians, Athletics, *Females, *Games, *Recreational Activities, Womens Athletics

The problem under investigation concerned (1) determining the ball games of Native American girls and women of the Great Plains, (2) determining the geographical spread of the games within the culture area, and (3) determining the characteristics of the various games. Data for this investigation were obtained from the 48 "Annual Reports of the Bureau of American Ethnology, Smithsonian Institution" published from 1881-1933 and the 84 volumes of the "American Anthropologist" published from 1888-1974. The data indicated that four games of ball were played by Native American girls and women of the Great Plains during the period under observation: (1) doubleball, (2) juggling, (3) shinny, and (4) racket. Girls and women from 12 Plains tribes played ball games. Doubleball and shinny were played throughout an extensive geographical area by women from 11 tribes. The games of juggling and racket were found to exist in only one tribe each. (Author/RC)

ED 121 767 SP 010 031

Best, David

The Aesthetic in Sport.

Pub Date [76]

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Aesthetic Education, Art, *Art Expression, *Athletics, *Physical Activities, *Physical Education

This paper examines the relationship between sport and the aesthetic. It traces the logical character of the concept of the aesthetic as it applies to sport. A salient characteristic of the concept of the aesthetic is revealed by examining the aesthetic in relation to works of art, and this is then applied to the consideration of sporting activities from the aesthetic point of view. The suggestion is made that sports can be divided into two categories according to the relative significance of the aesthetic. The significance of the context for the assessment of the aesthetic quality of a particular physical movement is stressed, and it is submitted that this has important consequences for what can reasonably be said about the aesthetic feeling involved in sporting activities. Finally, the question is asked whether sports in general, or any particular sporting activities can legitimately be regarded as forms of art. (Author/RC)

ED 121 768 SP 010 032

Sieber, Sam D.

Structure Versus Function in Models of Educational Change—A Dissenting Opinion.

Pub Date Mar 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bureaucracy, Change Agents, *Change Strategies, Educational Administration, *Educational Change, Educational Development, Educational Needs, Educational Philosophy, Educational Planning, *Extension Agents, *Problem Solving, Research and Development Centers, *School Personnel, School Planning, Schools, Technical Assistance

The most popular and traditional approaches to educational change have been through formal or

organizations. These organizations, by their very nature, are geared to treat typical cases and are efficient, but their effectiveness is questionable. Current models of change impose a certain rigidity on the situation which seems to defeat the professed goal of giving individualized service and developing personal capacities. Dissatisfaction with existing models on the grounds of inflexibility prompted an evaluation of a USOE-NIE program consisting of extension agents. It was clear that the key to the success of this experiment lay in its non-formal, non-specialized nature, making it possible to circumvent the organizational constraints and red tape of local and state educational systems. Two extension agents in each of two states and three agents in a third state were employed full time to visit schools within specified target areas and to help clients identify and articulate their needs. The agents referred each need or request to a retrieval staff located in the state education agency who performed computer or manual searches of ERIC and other, more standard, resources. When appropriate, the agent helped the client interpret or adapt the information, appraise its applicability, consider needed steps for use or implementation and repeat the process when needed. Few of the initial conceptions of how the agents were to perform their unprecedented roles were borne out in practice. The agents had to develop a repertoire of very different skills and to learn when to activate them. A great deal of qualitative observation and statistical data are providing mounting evidence that the best way to serve the needs of educators in behalf of enlightened change is to adopt a highly flexible, inter-personal approach with a bare minimum of role preconceptions and organizational props. (DMT)

ED 121 769 SP 010 033

Nee, John G., Comp. Matson, John H., Comp.
Abstracts of Innovative/Exemplary Activities in
Industrial Teacher Education in the State of
Michigan (MCITE Report-G Rev. 1976).

Central Michigan Univ., Mount Pleasant. Dept. of
Industrial Education and Technology.
Report No.—MCITE-R-G

Pub Date 76

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Abstracts, Career Planning,
Cluster Grouping, *Educational Innovation,
*Industrial Education, Industrial Training, In-
structional Innovation, Post Secondary Educa-
tion, *School Shops, Special Education,
*Teacher Education, Teaching Models, Vocational
Development, Vocational Schools
Identifiers—*Michigan

This report is composed of a series of abstracts describing innovative/exemplary activities in industrial education in Michigan. The activities included (1) projects which invent a creative solution to a problem; (2) projects which demonstrate an exemplary program suitable for widespread use or a model to emulate; and (3) adoption of an exemplary program/activity to a university's requirements and its incorporation into the industrial education program. The abstracts are listed by institution, and describe programs in some of the following areas: fine and applied arts; vocational/ special education; aircraft construction; industrial technology; computer graphics; manufacturing technology; industrial arts; auto electrical systems and media development; manual arts therapy; metric education; and remote computerized phototypesetting. The abstracts include information on the purpose and goals of the program, progress to date, plans for the future, related publications, and available information as well as the director's name, the department in which the program is included, and the date the program was initiated. (LBH)

ED 121 770 SP 010 034

A Framework for Health Education, Grades K-12.
North Carolina State Dept. of Public Instruction,
Raleigh.

Pub Date 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Planning, *Elementary Secondary Education, *Health, *Health Education, Health Guides, Health Programs

This framework for developing improved curricula in health education will assist those who plan and develop comprehensive school health

education programs. It contains (1) program criteria; (2) goals of school health education; (3) information on process/topic interaction including values clarification, decision making, and self-actualization; (4) a curriculum development format; (5) a sequence of processes and topics; (6) process concepts for kindergarten through grade 12; and (7) topic concepts for kindergarten through grade three, four through six, seven through nine, and ten through twelve. (RC)

ED 121 771 SP 010 035

Annarino, Anthony A. And Others
A Multi-Media Approach to Teaching Elementary
School Gymnastics.

Pub Date 75

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Education, *Instructional Media, *Multimedia Instruction, *Physical Activities, *Physical Education, Program Development, *Programmed Instruction
Identifiers—*Gymnastics

The introduction of the open classroom concept, individualized instruction, independent study, use of technology, and other innovations provide supportive evidence that there may be new ways to minimize the limitations imposed on elementary school physical education programs by teachers, students' ability, or facilities. In view of this, a cooperative project between the Department of Physical Education for Men, Purdue University, and Cumberland Elementary School was initiated to develop a multi-media approach for teaching tumbling to upper elementary school children. The program was initiated for two co-ed sections of fourth through sixth graders, averaging 30 students. The gymnasium was divided into three viewing and listening areas and five activity areas. Each viewing area included a writing area, a loop film projector, a cassette recorder, a screen, and individualized instructional packets (IIPs) for one activity. Activity areas had necessary activity equipment and posted individual skill sheets. The class was divided into seven groups and randomly assigned to the three viewing areas and four activity areas. Each student read the IIP instructions and started the recorder and the film projector. After viewing the film, the student answered IIP questions and moved on to an activity area. The project team reviewed the program and made the general observations that quality loop films and descriptive tapes can substitute for teacher demonstration and explanation, and that quantitative and qualitative skill levels achieved by the students in the program were higher than those achieved by traditional methods. (DMT)

ED 121 772 SP 010 036

Annarino, Anthony
Mastery Learning in Physical Education.

Pub Date 76

Note—13p.; Paper presented at the American Alliance for Health, Physical Education and Recreation Annual Convention (Milwaukee, Wisconsin, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Athletic Programs, *Curriculum Design, *Individualized Instruction, *Performance Based Education, *Physical Education, Post Secondary Education, *Program Design, Secondary Education, Sequential Programs

Identifiers—Mastery Learning

This paper discusses the design of a physical education curriculum to be used in advanced secondary physical education programs and in university basic instructional programs; the design is based on the premise of mastery learning and employs programmed instructional techniques. The effective implementation of a mastery learning model necessitates changes in traditional developmental procedures, instructional strategies, and curriculum design. Changes in developmental procedures must include development of psychomotor and cognitive criterion-reference competencies for every learning unit, identification of competencies to be measured for formative and summative evaluation, design of individualized instructional materials for each learning unit consisting of a systematic and progressive series of psychomotor and cognitive tasks, and selection of psychomotor and cognitive tests for pre-entry assessment, formative evaluation, and summative evaluation. Changes in instructional strategies and curriculum design primarily involve providing thorough orientation

for students and instructors, setting objectives, and evaluating the system. The number and types of activities, the proficiency levels, and the evaluation procedures are determined by the philosophy and objectives of a school and department. (Included are two program designs which would permit the implementation of mastery learning instructional strategies.) (DMT)

ED 121 773 SP 010 037

Annarino, Anthony A.
High School Mini-Activity Physical Education Programs Based on a Multi-Media Individualized Approach.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Athletic Programs, *Curriculum Development, *Individualized Instruction, *Instructional Programs, *Physical Education, Secondary Education

This is a guide for teachers of high school physical education programs which explains how to prepare a program with the greatest possibilities for individualized learning. First, it explains what kinds of equipment and facilities are necessary. Then, it explains the procedure for the mini-courses, the design of which allows a student to either learn a skill at a passing level of cognitive and physical competence and to then go on to another skill, or to develop mastery in that skill. Four outlines are presented, each of which suggest four options for skills to cover during an 18-week program. (CD)

ED 121 774 SP 010 038

Stahl, Robert J.
The Effects of the Acquisition of a Values Clarification Questioning Strategy on Subsequent Teacher and Student Process Variables Within a Microteach-Retech Sequence.

Pub Date Apr 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Higher Education, *Inquiry Training, Microteaching, Preservice Education, *Questioning Techniques, Social Studies, Students, Student Teachers, *Teacher Education, *Teaching Methods, *Teaching Techniques
Identifiers—*Values Clarification

This study determined whether preservice social studies teachers, who received training specifically designed to help them learn to recognize and write four types of questions associated with eliciting student values clarification statements, would elicit and permit more of these desired student verbal behaviors than preservice teachers who had not received training in the four types of questions. Twenty-six preservice teachers taught microlessons in social studies to eighth grade students; data were collected using three observation instruments and were analyzed using the covariance technique. Students of teachers who received training in values clarification questioning behaviors did use significantly more statements associated with this instructional objective. The experimental teachers achieved their values clarification objectives without a decrease in the level of student subject-centered behaviors. The experimental teachers also used significantly more probing moves but did not differ in their use of other technical teaching behaviors known to be positive correlates of student process and product variables. (Author/RC)

ED 121 775 SP 010 039

Stahl, Robert J.
The Results of a Study Designed to Help Affective Teachers Teach More Effectively or Acquiring a Questioning Strategy in Order to Achieve Values Clarification Instructional Objectives: The Result of an Experimental Study.

Pub Date 9 Apr 76

Note—14p.; Paper presented at the Southeast Regional Conference of the National Council for the Social Studies (New Orleans, Louisiana, April 9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Higher Education, *Inquiry Training, Microteaching, Preservice Education, *Questioning Techniques, Social Studies, Student Teachers, *Teacher Education, *Teaching Methods, *Teaching Techniques
Identifiers—*Values Clarification

This study determined the effects of the opportunity to acquire a questioning strategy related to content-oriented values clarification inquiry and investigated whether teachers given the same objective of incorporating values clarification into their on-going content-related lessons could do so without receiving training in an appropriate questioning strategy. The subjects for the study were 26 preservice teachers enrolled in a social studies methods course. The instrument used was the Social Studies Observation Record (SSOR). All subjects were asked to prepare for and teach a 15-minute lesson. Their second lesson, two weeks later, was related to the same topic. Eighth grade students from a local middle school participated in the microteaching. Graduate students collected the SSOR data. The observer-coder did not know the purposes of the study or which student had been assigned to either the experimental or control groups. The experimental group was provided with an instructional module describing a questioning strategy designed to enable them to attain their instructional goals of subject-matter learning and values clarification prior to teaching their second lesson. The results of the study indicate that the questioning strategy used does enable teachers to reach their goal of values clarification more often than instruction based upon a values clarification approach which does not focus on developing questioning strategies. (RC)

ED 121 776 SP 010 040

Synthesizing Values Clarification and Moral Development Process Objectives: A Model to Develop and Implement Content-Centered Learning Activities to Achieve Affective Objectives, Stage One Development of the Model.

Pub Date 76
Note—22p.; Paper presented at the Annual Meeting of the American Research Association (AERA) (San Francisco, California, April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Affective Behavior, Classroom Communication, *Learning Activities, Logical Thinking, Models, *Moral Development, Student Attitudes, *Values, *Verbal Communication

Identifiers—*Values Clarification

This document is written to describe a model which will enable teachers to incorporate values clarification and moral development within content-centered learning episodes. It also attempts to explain to teachers what the processes of values clarification and moral development are and to train teachers to recognize student verbal behaviors indicative of success in values clarification and moral development. Four stages of values clarification are defined: (1) the comprehension phase, in which the student understands the situation; (2) the relational phase, in which the student sees relationships within the situation and between the situation and the instructional unit; (3) the valuational phase, in which the student has an affective response to the situation; and (4) the reflective phase, in which the student examines his/her responses and the responses of other students. These phases are then examined in detail. The paper then tries to define exactly what constitutes moral reasoning. Finally, two stories are presented which contain moral dilemmas concerning property, law, money, theft, and other issues. Suggested questions are presented which would help the student look at the problems with a focus on understanding his/her own sense of ethics. (CD)

ED 121 777 SP 010 041

Public Affairs Manual. Revised 1976 Edition.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76
Note—105p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Health, Legislation, Legislators, *Physical Education, *Public Affairs Education, *Recreation

This public affairs manual is designed for health, physical education, and recreation personnel. It begins with a position statement by the

American Alliance for Health, Physical Education, and Recreation (AAHPER). In section two, resources and procedures for crises action at the local and state level are discussed. Several organizational models for preventive action are presented in section three, followed by a description of the organizational structure of the AAHPER public affairs-legislative committee in section four. Section five contains information on legislative communication. Legislative calls by prominent people and communications with the public are discussed in sections six and seven. Section eight presents points for speeches, while in section nine the benefits of health, physical education, and recreation are discussed. Facts for use in supporting comprehensive programs of health, physical education, and recreation are contained in section ten. Section eleven refers readers to a chapter in a book entitled "The Leisure Masses," and recommends it for reading. Statements in support of comprehensive programs of health, physical education, and recreation comprise section twelve. Section thirteen contains a list of community organizations, and the final section presents selected references. (RC)

ED 121 778 SP 010 043

Ulrich, Celeste

To Seek and Find.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76

Note—181p.

Available from—AAHPER Publications - Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, Futures (of Society), *Physical Education, Sociocultural Patterns, *Speeches

This book contains speeches by Celeste Ulrich, the 1976-77 president of the American Alliance for Health, Physical Education, and Recreation. There are six speeches on the significance and meaning of physical education, six speeches on sociocultural implications of sport and physical education, and three speeches on the future of athletics and physical education. (RC)

ED 121 779 SP 010 044

Meylink, Willa D. Struck, Phyllis J.

Opinion of NCAA Coaches and Trainers Toward the Use of Ergogenic Drugs.

Spons Agency—Wyoming Univ., Laramie.

Pub Date 76

Note—7p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletic Coaches, *Athletics, Baseball, *Drug Abuse, Football, Intercollegiate Programs, *Opinions, Swimming, Track and Field, *Trainers

Identifiers—Basketball, Gymnastics, Wrestling
This study determined the opinion of National Collegiate Athletic Association (NCAA) coaches and trainers toward the use of certain ergogenic drugs. A researcher-constructed opinionnaire consisting of 38 statements was sent to football, wrestling, basketball, gymnastics, swimming and diving, and track and field coaches and trainers. Those surveyed were associated with teams which competed at the NCAA conference. The results were based upon responses from 584 coaches and trainers. The responses were analyzed using descriptive statistics and percent response. The coaches and trainers disagreed with the use of amphetamines, sedatives, and steroids by male intercollegiate athletes. It was the opinion of those surveyed that the use of ergogenic drugs changed the essence of sport and should be considered unethical. The opinions of the NCAA coaches and trainers concerning the effects of drugs on athletic performance were very diverse. There was strong support for both an educational campaign concerning the effects and side effects of ergogenic drugs and for the establishment of guidelines for drug usage. (Author)

ED 121 780 SP 010 045

HPER Omnibus.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76

Note—217p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Essays, *Health, Philosophy, *Physical Education, Physical Fitness, *Recreation, Sex Education, Social Values

This book contains essays by leaders in the health, physical education, and recreation profession. The authors of the essays are winners of the Luther Halsey Gulick Award for distinguished service in health education, physical education, and recreation. The essays were transcribed from audiotapes now stored in the Archives and Records Center of the American Alliance for Health, Physical Education, and Recreation. There are sixteen essays. Some of the topics covered include social values and fitness, the history of physical education, man and his environment, sex education, man and creativity, and outdoor education. Biographies of the authors are also included. (RC)

ED 121 781 SP 010 046

Gotts, Sandra Harris

A Self Rating Scale as a Pre and Post Assessment Tool for Use with Instructional Modules.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Evaluation Methods, Higher Education, *Performance Based Teacher Education, Programmed Instruction, *Self Evaluation, *Student Evaluation, Teaching Models

This article describes a self rating pre- and post-assessment instrument that has been developed at the Central Michigan University (CMU). Nine instructional modules have been developed and are being used in science methods courses at CMU. Each module focuses on an identified area of competency for elementary science teachers and contains a cluster of specific performance behaviors which the student is to acquire. The self rating assessment instrument was developed to provide students with an opportunity to evaluate their own accomplishment of the course goals and objectives before and after instruction. The goal statements and objectives which had been formulated for each module were used in developing the pre-assessment instrument. This allowed the students to rate themselves as to their accomplishment for each of the course goals. After they complete the self assessment, the students are given an individual profile sheet which lists the nine instructional modules on the left side and the rating scale on the right side. The students are given the numbers of the goal statements and asked to average their ratings for each cluster of statements. When the task is complete each student has a profile which indicates his/her present accomplishment in each area of competence as well as an overall picture of his/her competency related to the total area of teaching science in the elementary grades. (Included is a copy of the assessment instrument.) (DMT)

ED 121 782 SP 010 047

Harrington, Wilma M.

Movement Processes as Observable Behavior.

Pub Date 2 Apr 76

Note—5p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 2-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Classroom Observation Techniques, Feedback, Formative Evaluation, *Physical Education, *Process Education, *Student Teacher Relationship

The operations for achieving skill in motor performance are perceiving, patterning, adapting, refining, varying, improvising, and composing. These operations are readily observable in physical education classes. An observation record containing the seven categories was used to classify teacher feedback to students. The teachers observed were junior high school and middle school physical educators. The results of the study indicated that teachers responded to a variety of processes. They most often viewed their students as patterning or refining movements. But, perceiving and adapting were also regularly recorded. The processes of varying, improvising, and composing were not used at all. The study yielded two major implications. First, it indicated

that teachers view students as going through processes. This makes it possible to consciously plan activities by writing objectives in terms of the various operations. Once the objectives have been specified, the situations can be presented to students in process terms. The teacher can then direct verbal responses to facilitate achievement of the objectives for motor performance. This maximizes learning probability and contributes to student progress toward achieving curricular goals. (DMT)

ED 121 783

SP 010 048

Brassie, Stan

[Tenure—a Management Problem.]

Pub Date 5 Apr 76

Note—6p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 2-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, *Educational Problems, *Higher Education, *Management, *Tenure

Tenure saturation coupled with declining enrollments, abolishment of general university requirements, program diversity, and affirmative action programs make tenure an issue. These factors are representative of many facing university management today. Serious examination of the concept of tenure reveals that 85 percent of all colleges have tenure, one third of all colleges and universities have changed tenure rules in the last two years, two fifths of all colleges and universities are reviewing tenure, 82 percent of all administrators polled in 1972 opposed tenure in its present form, 14 percent favor abolition of tenure, and 86 percent favor changing it. Some suggestions for improving the situation are that universities (1) be more discriminating in accepting applications for tenure, (2) establish tenure quotas, (3) more carefully screen tenure applicants, (4) be more conservative in hiring procedures, and (5) have post-tenure reviews. In addition to these measures, a retraining program could be developed for tenured faculty. Although this system is usually designed for major shifts from one discipline to another, the same concept could be used for less dramatic retraining within a discipline and department. (DMT)

ED 121 784

SP 010 049

Hawes, H. W. R. Ozigi, A. O.

Post-Graduate Teacher Training: A Nigerian Alternative. Experiments and Innovations in Education No. 20.

International Bureau of Education, Geneva (Switzerland).

Pub Date 75

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Educational Objectives, Educational Programs, Foreign Countries, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, *Teacher Qualifications, Teacher Shortage, *Teacher Supply and Demand, Teaching Programs

Identifiers—*Nigeria

A new pattern of teacher preparation for university graduates in Nigeria, "a sandwich course," was established in 1972 to replace the conventional one-year continuous course. The change was made in response to the problems of teacher shortage and teacher demand in secondary-level institutions so that employed teachers could undergo additional professional training during holiday periods. This report shows not only how the program offers an effective alternative to traditional programs, but also how it can be used to meet peculiar needs, and how it may also serve other types of professional degrees. The analysis covers the nature of the program, including the background, the pattern of training, its administration and costs, the reactions and attitudes to it, its evaluation and some of the major problems that have to be faced in the future. (Author/JMF)

ED 121 785

SP 010 050

Creemers, Bert P. M.

The Relationship Between Tasksetting Teaching Behaviour and Pupils Achievement.

Pub Date [76]

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Effective Teaching, Foreign Countries, Objectives, Physi-

cal Education, Reading Achievement, Task Analysis, *Task Performance, *Teacher Behavior, *Teacher Education

Identifiers—*Netherlands

Two components of teaching are tasksetting behavior and optimizing behavior. The former is the actions of the teacher to achieve the goals of teaching a specific curriculum; the latter is the actions of the teacher to improve or accelerate the pupil's learning. Reading and physical education teachers were studied to investigate the relationship between the tasksetting behavior and measurements of the pupil's learning. The results of the investigations show that a significant relationship exists between certain behaviors and student achievement which does not appear to be different among groups of pupils with different entering behavior. (JMF)

ED 121 786

SP 010 051

Norman, Donald A.

Studies of Learning and Self-Contained Educational Systems, 1973-1976. Report No. 7601.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C.

Report No—ARPA Order-2284

Pub Date Mar 76

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Computer Assisted Instruction, Concept Formation, Educational Programs, Learning, *Learning Processes, *Models, Systems Approach, *Teacher Education, Teacher Programs, Teaching Techniques, *Tutorial Programs

Studies of the teaching and learning process provide the basis for this research. The emphasis is on the nature of the tutorial interaction during the learning of complex material, with the eventual goal of being able to construct an automated, computer-controlled tutorial system. An active structural network (a type of semantic network) was used to represent both knowledge and procedures within the same data base. An event schema representation was developed to study the acquisition and organization of complex events. The schema was used to study students learning American Civil War history or how to program in the computer language FLOW. The studies of the learning and teaching processes are primarily concerned with developing models of the student and building automated tutorial instructional systems. The automated systems provide a controlled environment in which to observe learning and teaching, and the two topic areas of history and programming were used to ensure the generality of the models. The technique of incremental simulation, in which the computer performs whatever aspects of the tutorial project are fully understood and human tutors enact the roles of other system components, provides for the extension of understanding of the interactions among the components of the overall tutorial system. (Author/JMF)

ED 121 787

SP 010 052

Keene, Wayne

Instruction Needs in School Law and School Finance of Educational Personnel in Twelve Counties: An Exploratory Investigation.

University of South Florida, Tampa. Coll. of Education.

Pub Date Aug 74

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Board of Education Role, Discipline Policy, *Educational Finance, *Inservice Teacher Education, *School Administration, *School Law, School Personnel, School Policy, *Teacher Education, Teacher Education Curriculum

Administrative personnel responsible for staff development in each of 12 counties (school districts) in central Florida were interviewed to assess the education/training needs of public school professional personnel in the curriculum areas of school finance and school law. Seven main themes emerged: (1) increased operational emphasis needed; (2) off-campus course service needs improvement; (3) comprehensive planning and cost effectiveness need more emphasis; (4) training and orientation of school board members is needed; (5) course structure options should include mini-course sequences; (6) emphasis on

communicating with the public and legislature is needed; and (7) legal aspects of student discipline need emphasis. Recommendations for curriculum revision were made in terms of increased operational emphasis, increased emphasis on comprehensive planning implications, improvement of off-campus course offerings, development of mini-course sequences to augment traditional college course format, workshops for school board members, emphasis on legal aspects of student discipline (especially the disruptive student), and implications of the state Administrative Procedure Act. Recommendations were also made relative to resource allocation and faculty workload policies in order to support the recommendations on curriculum revision. (Author/JMF)

ED 121 788

SP 010 053

Goddu, Roland

Standards for Evaluating Teacher Education Programs in Higher Education Institutions.

New England Program in Teacher Education, Durham, N.H.

Pub Date 76

Note—11p.

Available from—New England Program in Teacher Education, Pettee Brook Offices, Durham, New Hampshire

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Evaluation, Educational Assessment, *Evaluation Criteria, Evaluation Methods, *Program Evaluation, *Schools of Education, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, Teacher Evaluation, Teachers Colleges

This set of standards for evaluating teacher education programs is organized into seven categories: (1) targets (social, institutional, role, and learner expectations); (2) mission, goals, and purposes; (3) objectives; (4) resource allocation; (5) programs; (6) outcomes; and (7) evaluation. The set of standards is based on the assumption that programs for teacher preparation should be a coherent, clear, and integrated attempt to prepare personnel for education roles in existing institutions. It also assumes that existing schools have societal, institutional, and learner goals that personnel in such roles are committed to implement and develop. The set of standards is organized as a series of questions which determine the existence of a characteristic. This characteristic, once determined, suggests that a value judgment about the actual operation of a program should be made with care taken to base the judgment on observable events rather than on rhetoric. More detailed questions may be added as appropriate, particularly when a specific innovation is being tested. (Author/JMF)

ED 121 789

95

SP 010 054

Crowl, Thomas K. Alsworth, Philip L.

School-Based Teacher Education: An Empirical Investigation.

City Univ. of New York, Staten Island, N.Y. Richmond Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—3325

Pub Date 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Classroom Research, Classroom Techniques, Educational Programs, *Field Experience Programs, Interaction Process Analysis, *Student Attitudes, *Student Teachers, *Teacher Education, *Teacher Education Curriculum, Teaching Programs

An experimental teacher preparation program was established whose major distinguishing feature consisted of increasing the amount of time spent by college juniors in an elementary school classroom. The education course met at the elementary school instead of at the college. This study attempted to provide empirical data regarding the effect of the program on students' attitudes toward teacher education. For more than half of the 12 students in the experimental program this course was the first education course they had taken; another quarter had taken or were taking an additional four credits in education. The control group of 25 students had begun their teacher preparations the previous semester. A questionnaire was administered to the participants in this program to determine their positive or negative attitudes toward the teacher preparation program. The results showed that although

the experimental group had a significantly more positive attitude toward its program than did the control group, both groups had positive attitudes. Results also indicated that while a school-based program may be a step in the right direction, simply providing increased classroom exposure to students early in their education work is not in itself sufficient to meet students' needs completely, since many students felt there was room for improvement in teacher education. (JMF)

ED 121 790 SP 010 055

Peters, Richard O.
Classroom Observation Criteria and Techniques.
Pub Date 76
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Academic Achievement, *Classroom Observation Techniques, *Classroom Research, Educational Objectives, *Models, Student Behavior, *Teacher Behavior, *Teacher Education, *Teacher Evaluation, Teaching Models

Classroom observation is an integral part of teacher preparation. The observer must enter the classroom with a frame-of-reference: knowledge of the teacher's goals and objectives, awareness of the climate of the classroom, and knowledge of the discipline. Observation forms to objectively record classroom interaction, assess the learning climate, and to profile the teacher's role in the process can be used along with analysis of the student's academic performance to indicate the teacher's success in attaining goals and objectives. (A model for classroom observation which incorporates these and additional specific observational techniques is provided.) (JMF)

ED 121 791 SP 010 056

Competency Based Teacher Education: Toward a Consensus.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date 76
Note—49p.; Appendix B may reproduce poorly due to type size

Available from—National Advisory Council on Education Professions Development, 1111 20th Street, N.W., Suite 308, Washington, D.C. 20036 (single copies free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Educational Change, *Educational Objectives, Educational Philosophy, *Educational Programs, *Performance Based Teacher Education, *Teacher Education, *Teacher Education Curriculum

Competency based teacher education (CBTE) has generated much controversy. Among its accomplishments, CBTE has provided a visible alternative to conventional teacher education programs. It has forced developers of programs to think beyond the traditional programs. The controversy has required educators to look for new ways of improving educational programs. CBTE provides an emphasis on the real world of schools and their specific needs and objectives and an emphasis on explicitness and openness which has demanded new kinds of communication both within and outside the profession. CBTE is recognized to have major problems, both substantive and political. One of these is that it is not applicable to all content areas. Also, there is a recognized difficulty in first determining competencies required and then finding effective ways of teaching them. Finally, measurement is always a problem. Despite these concerns, CBTE is viewed as a promising alternative form of teacher education. (Several specific recommendations concerning CBTE are included in the Council's report.) (JMF)

ED 121 792 SP 010 057

Crawford, Carl G.
A Program to Reduce Disruptive Behavior in a School Based Upon a Practical Application of the Adlerian Theory of Psychology.

Pub Date 27 Feb 76
Note—205p.; Ed.D. Practicum, Nova University. Appendix P not available due to marginal legibility. Parts of appendices may reproduce poorly due to print quality

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—*Behavior Problems, Parent School Relationship, *Practicums, *Psychology, *Student Behavior, *Teacher Workshops
Identifiers—*Adlerian Theory of Psychology

This practicum report describes a program to aid in reducing the incidence of disruptive behavior of students through the use of the Adlerian Theory of Psychology. The report contains a general definition of the problem, which was the reduction of the disruptive student behavior, and the objectives to be achieved from the program. There is a discussion of the genesis of the program and of a probable solution to the problem. The format of the program and a list of four specific problems related to disruptive behavior are then presented. Next, the practicum objectives are listed, followed by a listing and discussion of the performance objectives and evaluative instruments. A discussion of the implementation of the practicum precedes explanations of the various types of workshops presented. Next is an evaluation and a detailed discussion of the results. The report concludes with a description of the educational impact of the program at the local, state, and national levels, and an overall summary of the report. The appendixes contain samples of all instruments and communications used for the practicum. (RC)

ED 121 793 SP 010 058

Barry, Patricia E., Ed.
Ideas for Secondary School Physical Education.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76
Note—102p.

Available from—The American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Planning, Environmental Education, Individualized Instruction, Lifetime Sports, Motivation Techniques, Outdoor Education, *Physical Education, *Physical Recreation Programs, *Program Descriptions, Recreation, *Secondary Education

This book contains descriptions of secondary school physical education programs. The programs described fall into the following categories: (1) career/leadership programs, (2) contract/individualized instruction programs, (3) elective physical education programs, (4) motivational programs, (5) outdoor/environmental programs, (6) recreational/lifetime activities programs, and (7) teacher aid programs. Each description contains the name of the person submitting the program description, the name of the school, a summary and an outline of the program, a program description, conditions specific to the program, an evaluation, and specific comments. Some of the program topics include careers in physical education; physical education and recreation leadership training; modern dance; cycling; the physical, emotional, and legal aspects of pregnancy and child care; and self defense. (RC)

ED 121 794 SP 010 061

Notes on the Use of Auxiliary Personnel in Some Canadian School Systems.

Canadian Education Association, Toronto (Ontario).

Pub Date Sep 75
Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Elementary Secondary Education, Questionnaires, *School Aides, *Teacher Aides, *Volunteers
Identifiers—*Canada

This report by the Canadian Education Association identifies present trends and school board concerns in the use of auxiliary personnel. The information contained in this report was obtained through a questionnaire sent to 75 school boards in the summer of 1974. The first section deals with paid aides and presents school board policy on paid aides and information on the various types of paid aides. The second section concerns volunteers and includes information on recruitment, responsibility for and training of aides/volunteers, teacher-volunteer relations, differences between volunteer programs in elementary and secondary schools, problems, liability, and the future use of volunteers. The final section contains the questionnaire. (RC)

ED 121 795 SP 010 062

Otto, Paul B.
A First Course in a Competency Based/Field Based Teacher Preparation Program.

Pub Date 76

Note—12p.; Paper presented at the Annual Conference of the Association of Teacher Educators (1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Career Choice, Classroom Observation Techniques, Course Evaluation, *Field Experience Programs, *Performance Based Teacher Education, *Program Evaluation, Teacher Education, *Teacher Education Curriculum

Identifiers—*University of South Dakota

In 1973, the School of Education at the University of South Dakota reorganized from a departmental structure to a team approach. Programs became competency based, field based, and modular in nature. The program sequence begins with the American Education course in the sophomore year. This course was designed for students to familiarize themselves with the services and functions of the school of education, to assess their personal values with respect to a career in education, and to better make decisions with respect to a career in education. A variety of presenters meet with the classes to provide background in the services of the school of education, field based centers, competency based education, philosophy of education, professional organizations, career options, and teacher placement. Each student enrolled in the course must schedule three individual values clarification sessions and make 16 observations during the year in the K-12 schools in the local community. Evaluation is utilized throughout the course. Each student is required to submit a final position paper on why or why not a teaching career will be pursued. (Author/JMF)

ED 121 796 SP 010 067

Leibowitz, Harold
Social, Cultural and Linguistic Factors Affecting the Teaching of Physical Education in the Inner City.

Pub Date 5 Apr 76
Note—13p.; Paper presented at the Curriculum Academy of the National Association for Sport and Physical Education (Milwaukee, Wisconsin, April 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Communication Problems, *Cultural Differences, Cultural Factors, *Cultural Interrelationships, *Culture Conflict, Inner City, *Physical Education, *Student Teacher Relationship

Identifiers—Multicultural Education

The work of the inner city student differs markedly from that of the middle class teacher, resulting in communication problems between teachers and students. The major problem appears to be the clash of cultures that is sustained by the dissimilar value system of the two groups. For instance, the cultural environment of most inner city students is such that their everyday encounters encompass almost every vice known to modern America. The cultural clash has produced a communication crisis which is reinforced by the fact that 80 percent of the black population in the United States speaks "black English" and many members of the Puerto Rican community speak a combination of "black English" and Puerto Rican Spanish. A comparison of two groups of junior high school students indicated that those not exposed to black English were unfamiliar with words and phrases common to the dialect. The implication of this in physical education is that teachers as well as athletes involved in a sport cannot communicate as readily as desirable. To communicate the physical education curriculum effectively, the teacher must learn to appreciate the out-of-school environment of inner city youth. It is imperative that the teachers be honest in their feelings and interactions. The teacher should understand the language structure and vocabulary of the student and strive to establish feelings of rapport. (DMT)

ED 121 797 SP 010 068

Pfyer, Jean L.
The Role of Theory in Practice.

Pub Date 5 Apr 76
Note—18p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Educational Change, *Educational Problems, *Educational Research, *Educational Theories, *Research Utilization

There are at least three ways in which educational theory can be used in practice: (1) to reexamine our traditional approaches, (2) to provide direction in future practice, and (3) to generate research. Reexamination of traditional approaches through analysis and utilization of theoretical methods is one means of promoting constant growth and assertion of program efficacy. The results of an evaluation process can then lend some direction to future program design which in turn generates topics for future research and development. Theory is frequently misused, either by acceptance without analysis, by rejection without analysis, or most commonly, by inappropriate application. Use of theory to examine the traditional and provide direction to future practice and research is the total integration of theory and practice. (DMT)

ED 121 798 SP 010 069

Tamashiro, Roy T.

The Human Potential Movement.

Pub Date 2 Apr 76

Note—5p.; Presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Athletic Programs, *Course Descriptions, Higher Education, *Physical Activities, *Physical Education, *Program Coordination, Program Development, *Self Actualization

Identifiers—*Human Potential Movement

The advent of the human potential movement has generated the expectation that educators unleash the intellectual, emotional, physical, and spiritual talents of students. This movement is characterized by its focus on (1) the person as a total being, (2) the needs and concerns of students, (3) phenomenology, (4) personal values and goals, and (5) positivity. These basic ideas and an interest in their integration with the physical person resulted in the development of a course at the University of Massachusetts and Hampshire College entitled Education of the Self Through Physical Activities. The course meets for three one-hour sessions weekly and has a premise that peoples' behavior in an activity is a mirror of their psychological state. The course uses physical activities to increase students' understanding of their own thoughts, emotions, and behavior. Each student selects a sport or physical activity to participate in outside of class on a weekly basis and keeps a journal of his/her participation. Class time is spent reviewing the journals and providing ways to increase self knowledge. After individual students have chosen their sport for the semester, they receive a set of questions that stimulates possible new awareness about themselves. The course also emphasizes allowing students to define their own standards of performance and excellence, rather than being regimented to fail against standards that only apply to exceptional athletes. (DMT)

ED 121 799 95 SP 010 073

Brophy, Jere E. And Others

The Student Attribute Study. A Preliminary Report.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—NIE-C-74-0089; OEC-6-10-108

Note—739p.

EDRS Price MF-\$1.33 HC-\$39.51 Plus Postage

Descriptors—Elementary Education, *Elementary School Teachers, *Expectation, *Student Behavior, *Student Characteristics, *Student Teacher Relationship, *Teacher Attitudes

The Student Attribute Study identified student characteristics and behaviors related to teacher expectations and attitudes. Children in grades two through five were identified who received consistent teacher rankings (high, medium, or low) over a two-year period on one or more of 13 bipolar scales describing student characteristics and teacher expectations. Students ranked consistently by two teachers across two years on at least one of the bipolar scales were identified and observed in their classrooms toward the end of the second year. Process data were collected using a multi-faceted coding system which provided for recording dyadic contacts in several

contexts. These codes captured both the quality and quantity of the target students' interactions with their teachers. In addition, classroom observers completed a behavior checklist on the target students they observed. Checklist items, as well as the other data subsets, were analyzed by grade and sex and for high, medium, or low teacher rankings on the 13 scales. Also, in a free-response situation, teachers and classroom observers provided short adjective descriptions of the most salient characteristics of each child. (The background, rationale, and methodology of the study are described in detail, with the data presented in the appendixes.) (Author)

ED 121 800 SP 010 075

Federal City College's Intercollegiate Athletic Program and Its Prospects for Change.

Federal City Coll., Washington, D.C.

Pub Date Aug 74

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Athletes, *Athletic Programs, *Athletics, Educational Finance, Financial Support, Higher Education, *Intercollegiate Programs, *Intramural Athletic Programs

Identifiers—*Federal City College

This report is intended to assist Federal City College's administration in making decisions regarding the growth and development of the athletic program. The first section is an introduction which explains the purpose of the report. The second section focuses on intercollegiate athletics at Federal City College. The section contains information on the status and trends of intercollegiate athletics, goals and highlights of Federal City College athletes in the academic year 1972-73, and estimates of the eligible student population. In the third section, a comparison of trends at Federal City College with national trends is presented. This section includes student participation and staffing patterns, and comparison of revenues, expenditures, and trends in revenues and expenditures. The final section discusses projected growth for the 1980's. Tables and charts are included throughout the report. (RC)

ED 121 801 SP 010 076

Girdano, Dorothy Dusek

The Cognitive Behavioral Approach to Weight Maintenance.

Pub Date 3 Apr 76

Note—5p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April 2-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Body Weight, *Cognitive Objectives, Exercise (Physiology), *Physiology, Program Descriptions, *Program Evaluation, Special Education, *Special Health Problems

The cognitive behavioral approach to weight maintenance assumes that obese people should be concerned with weight control rather than weight loss, and it embraces both the behavioral approach and a maintenance program which examines risks, value priorities, and the basic principles of weight loss/weight gain. The University of Maryland offers a three credit course for undergraduate students dealing with weight control and maintenance using the cognitive behavioral approach. Each subject is evaluated to determine their individual problem. The evaluation process includes taking of residual volume, weighing skinfolds, and taking of height, weight, and blood pressure. Subjects also complete forms for a weekly diet diary, physiological inventories and anxiety tests, and personal history forms. After test results are fed back to the subjects they are instructed in and asked to set their program goals based on body composition, weight, and realistic expectation for the time allotment. Lessons include determination of energy expenditure, the biophysical value of muscle activity, and metabolism of carbohydrates, fat, and proteins. Psychological aspects are studied to determine their influence on hunger, appetite, and satiety. Behavior modification techniques are presented for use in cases where compulsive eating appears to be a problem. Forty individuals have completed this treatment program and have lost a total of 252.75 pounds in 14 weeks. Follow-up studies reveal that either weight loss continues or a stable weight is maintained. (DMT)

TM

ED 121 802

TM 005 108

Nathanson, Stanley N.

Evaluation and Analysis of the Cleff Job Matching System. Final Report. Volume 1: Introduction and Summary. Volume 2: Technical Dissertation and Appendices.

Ultrasystems, Inc., Newport Beach, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Pub Date Aug 75

Note—469p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Computer Oriented Programs, Data Analysis, Employment Opportunities, *Employment Services, *Evaluation, *Job Placement, Labor Market, Manpower Needs, Personnel Selection, *Semiskilled Occupations

Identifiers—*Cleff Job Matching System

This report presents the results of an evaluation of the Cleff Job Matching System (CJMS). The CJMS provides a means by which jobs and job applicants can be matched at the semi- and low-skilled levels in both white- and blue-collar jobs. The CJMS operates by obtaining numerical profiles of both job seekers and jobs, across 16 Dimensions of Work, from self-completed paper-and-pencil questionnaires. The job and job seeker profiles are compared by correlation and difference statistics to rank order matches. The analysis of the validity of the job seeker/job profile match statistics, provided by the CJMS, as a predictor of the retention potential of subsequent job seeker/job matches was undertaken by tracking the retention of 142 job seekers over a period ranging from 14 to 21 months. The CJMS measures were found to provide statistically valid indicators of retention. In addition, interviews conducted with the staffs of manpower and vocational rehabilitation agencies who used the CJMS indicated that these personnel found the CJMS to be useful in assessing individuals and providing vocational counseling. Based on the results of this evaluation, the CJMS should be considered for use in labor exchange activities of the U. S. Employment Service, CETA prime sponsors, and other manpower programs. (Author/RC)

ED 121 803

TM 005 225

Lysiak, Fae Evans, Charles L.

Kindergarten-Fun and Games or Readiness for First Grade: A Comparison of Seven Kindergarten Curricula.

Pub Date Mar 76

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Caucasian Students, *Comparative Analysis, *Curriculum Evaluation, Disadvantaged Youth, Early Childhood Education, Ethnic Groups, *Kindergarten, Kindergarten Children, Mexican Americans, Negro Students, *Preschool Curriculum, *Program Effectiveness, Program Evaluation, School Districts, School Readiness Tests, School Schedules, Socioeconomic Status, Student Evaluation, Test Results

Identifiers—*Fort Worth Independent School District, Texas (Fort Worth)

Results from this two-year study of seven kindergarten curricula in 1973-74 support the hypothesis that structured programs produce greater cognitive gains for disadvantaged children. The study also suggests that a structured program may be more beneficial for high socioeconomic children. The six curricula described and evaluated are: Lippincott's Beginning Program, Alpha Time, Getting a Head Start, Follow Through Model, Regular Kindergarten Program (Fort Worth Independent School District), and Bilingual Model. The Lippincott's Beginning to Read, Write, and Listen Program (a highly structured language-based program) was found to be most effective for low socioeconomic status (SES), high SES, and Anglo and black children. Program effects were similar for middle SES children in the four curricula examined. The effects of half-day vs full-day sessions were not

supportive of full-day programs for middle SES children either year. High SES students were not in full-day programs the first year of this study; however, the second year of this study full-day programs were found to be more advantageous to high SES children in the Lippincott curricula and the Fort Worth Independent School District continuum. The first year evaluation supported full-day programs for low SES children. Only full-day programs were provided for low SES children during the second year of this study. (Author/DEP)

ED 121 804 TM 005 231

Keegan, John J., Jr.
District-Wide Evaluation of Math Computational Skills.

Pub Date [Apr 76]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, *Basic Skills, Behavioral Objectives, Comparative Analysis, Criterion Referenced Tests, *Elementary School Students, Item Sampling, *Mathematics, *School Districts, Standardized Tests, *Student Evaluation, Test Results

Identifiers—Oregon (Salem), *Salem Oregon Public Schools

The purposes of the assessment project were to determine when the fourth grade math skills were acquired by the majority of students in the Salem, Oregon public schools, and to compare accomplishment on the criterion-referenced test with accomplishment on a standardized test. Because the project required testing grades 3-6, multiple matrix sampling was used. Five subtests were constructed for each type of test. The results showed that the students were behind in their math skills. But with persistent effort, the majority of students could acquire the basic skills. For grades 3 and 4, the standardized test was an easier test. (Author)

ED 121 805 TM 005 232

Kalisch, Stanley James, Jr.
The Comparison of Two Tailored Testing Models and the Effects of the Models' Variables on Actual Loss.

Pub Date Dec 74

Note—150p.; Ph.D. Dissertation, Florida State University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Ability, Branching, *Comparative Analysis, *Computer Oriented Programs, Decision Making, Efficiency, Instruction, *Models, Prediction, Probability, *Response Style (Tests), Simulation, Statistical Analysis, *Testing

Identifiers—*Tailored Testing

The four purposes of this study were: (1) To compare two versions of a tailored testing model similar to one suggested by Kalisch (1974); (2) To identify levels of the variables within the two versions, which produce an efficient tailored testing procedures; (3) To compare, within each version, the results obtained when employing relatively small data bases with those obtained using large data bases; and (4) To determine, within each version, whether any of the tailored testing procedures are more efficient than obtaining the responses to all the items from each examinee. The models specified procedures by which the correctness of an examinee's responses to items of a test are predicted by requiring an examinee to answer as few test items as possible. The study employed computer simulations, using existing data collected from examinees who had answered all the test items. It was concluded that the model, and the levels of variables within the models, produce differential efficiency, dependent on the evaluation matrix. The testing procedures employing small data bases are not necessarily as efficient as the procedures employing large data bases, but for the evaluation matrices used in the study, the tailored testing procedures were more efficient than obtaining an examinee's response to every item. (RC)

ED 121 806 TM 005 234

Willens, Howard P. And Others
United States of America, Plaintiff, and North Carolina Association of Educators, et. al., Plaintiff-Intervenor, v. State of North Carolina, et. al., Defendants. United States District Court for

the Eastern District of North Carolina, Raleigh Division, Brief Amicus Curiae for Educational Testing Service.

Pub Date 1 May 75

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Court Litigation, Cutting Scores, Job Tenure, *Racial Discrimination, Standardized Tests, Teacher Certification, Teacher Education, *Teacher Employment, Teacher Promotion, *Teacher Selection, *Test Bias, Testing Problems, Test Validity

Identifiers—*National Teacher Examinations, USA and N Carolina Assoc of Educators v N Carolina

At issue in this case is the validity of specified uses by North Carolina of the National Teacher Examinations (NTE), a standardized testing program produced and administered by Educational Testing Service. This brief amicus curiae is designed to assist the Court in distinguishing among the valid and inappropriate uses of the NTE and the different legal standards that apply to such diverse uses. North Carolina uses the NTE with a cut-off score of 950 to determine the salary, retention, and tenure of teachers with substantial inservice experience and to determine the certification of prospective teachers with no experience. This minimum score disqualifies proportionately more black persons than white persons. The issue before the court is whether these uses of the NTE are permissible in light of statistical evidence of disparate performance by race on the tests. It is concluded that the Court should make the necessary and limited findings of fact and should grant the declaratory and injunctive relief requested by the plaintiff to eliminate the nonstandard rating for experienced teachers and the 950 cut-off score requirement for prospective teachers. (RC)

ED 121 807 TM 005 235

Rogers, Donald D. Flynn, Donald L.
Cost Analysis of Follow Through Projects: A Description of Methodology.

Pub Date [Apr 76]

Note—79p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Budgeting, *Cost Effectiveness, *Early Childhood Education, *Methods, *Models, Questionnaires, *Resource Allocations

Identifiers—*Project Follow Through

The methodology which will be employed by RMC Research to determine the costs associated with the implementation of 20 different Follow Through models is described. This methodology, a resource costing procedure, differs substantially from those costing methodologies which utilize budget reports as the primary data source. Resource costing utilizes standard costs to assign dollar costs to quantities of resources consumed. Since RMC Research is pioneering the application of these procedures in educational environments, this paper is the most recent documentation of the state-of-the-art of resource-costing methodology. The project director questionnaire, school questionnaire, and teacher questionnaire are included. (Author/RC)

ED 121 808 TM 005 236

McKenzie, Leon R. Puetz, Belinda E.
The Indiana Statewide Plan for Continuing Education in Nursing. Formative Evaluation.

Indiana Univ., Indianapolis. School of Nursing.

Pub Date Jan 76

Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Adult Education, Data Collection, Evaluation Criteria, *Formative Evaluation, *Nurses, Program Effectiveness, State Programs

Identifiers—*Indiana State Plan Continuing Education Nursing

The Indiana Statewide Plan for Continuing Education in Nursing (ISPCEN) was implemented to establish a structure for coordinating resources, data, and personnel which would provide quality continuing education for registered and licensed practical nurses in Indiana at the regional level, ultimately leading to the opportunity for nurses in every region of Indiana to maintain competence, meet the changing standards of practice developed by the profession, exercise

leadership effecting changes in health delivery services, and achieve career satisfaction. Two questions were foremost in the minds of the evaluators as they designed the evaluation procedure: (1) To what extent has ISPCEN made an impact on the active nurses in Indiana? (2) To what extent is ISPCEN accomplishing the tasks relevant to its goals and objectives? In chapter 2 the design of the formative evaluation is delineated, the nature and scope is outlined, the criteria questions utilized in the evaluation are displayed, and the source of data and techniques for data collection are identified. In chapter 3 each of 16 criteria questions are displayed together with the data that respond to the question. Chapter 4 records the recommendations made by the external consultant and the project director of ISPCEN. Both see the condition of ISPCEN as healthy, productive, effective, efficient, and promising. (RC)

ED 121 809 TM 005 237

Ping, Chieh-min Tucker, Ledyard R.
Transformation of Both Predictor and Criterion Variables to a Simplified Regression Structure.

Pub Date [Apr 76]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Correlation, Factor Analysis, Matrices, *Multiple Regression Analysis, *Predictor Variables, *Transformations (Mathematics)

Identifiers—Canonical Correlation Analysis, Criterion Variables

Prediction for a number of criteria from a set of predictor variables in a system of regression equations is studied with the possibilities of linear transformations applied to both the criterion and predictor variables. Predictive composites representing a battery of predictor variables provide identical estimates of criterion scores as do the original variables. A search for simple structure as in rotation of axes in factor analysis, resulting in transformed regression weights, is demonstrated. This simplified structure has both theoretical and practical importance in application. Illustration of this canonical predictive composite system is demonstrated with three real data sets. (Author)

ED 121 810 TM 005 238

Gallagher, P. D. Gay, L. R.
The Comparative Effectiveness of Tests Versus Written Exercises in a Competency-Based Research Course.

Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Comparative Analysis, Graduate Students, Higher Education, Performance Based Education, *Retention, *Student Testing, *Writing Exercises

The purpose of this study was to determine whether tests would result in greater retention of research concepts and procedures than written exercises. Students in an introductory educational research course were randomly assigned to one of three treatment conditions—(1) written exercises only, (2) short-answer tests, or (3) individual choice. A one-way analysis of variance (ANOVA) indicated that there was a significant difference among the three groups on a "surprise" final examination. Application of Scheffe's multiple comparison procedure indicated that students in the test condition retained significantly more than students in both the written exercise condition and choice condition. (Author/RC)

ED 121 811 TM 005 239

Eash, Maurice J. Rasher, Sue Pinzur
Evaluation in Mandated Integration: Decision Making and Program Planning.

Pub Date [Apr 76]

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *Bus Transportation, Classroom Environment, Decision Making, *Elementary Education, *Integra-

tion Effects, Participant Satisfaction, Predictor Variables, Program Planning, *School Integration, Student Attitudes, Student Behavior, *Student Evaluation, Suburban Schools

This study reports the evaluation of the effects of a mandated busing program which integrated the student body in a K-8 suburban school district. A two phase, three year study gathered evaluation data on achievement, classroom instruction, student and staff attitudes, perceived classroom environments, and student behavior incidents. Evaluation data were gathered on 2,500 students in the first two years and 300 fourth grade students in the third year. The data were analyzed using the variables of race, sex, grade, school, achievement, and classroom environment. The evaluation results, their use and implication for decision making and program planning are discussed. On the whole, the effects of mandated busing and integration on the Forrestville School system were contrary to much of the national picture. All children appeared to benefit both academically and socially from integration. (Author/RC)

ED 121 812 TM 005 241
Dobbert, Marion Lundy Dobbert, Daniel Joseph
A General Model for Complete Ethnographic Evaluations.

Pub Date 1 Mar 76

Note—30p.; Paper presented at the Annual Meeting of the American Education Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Anthropology, Educational Research, *Ethnology, *Evaluation, Guidelines, *Models, *Research Methodology, Systems Approach

Rather than arguing for the desirability of using anthropological tools in evaluation, it is assumed by the authors that anthropological tools are desired for certain reasons which they outline. In this article, they aim to systematize their own approach to anthropological-ethnographic evaluation in order that both evaluation agencies and educators may have available a firmly outlined statement which may be used in planning anthropological evaluative approaches, in communication about ethnographic approaches, and judging proposals for anthropological forms of research. This outline is useful for only one of the major models of applied anthropological research, the agency-consultative model. It does not delineate the kinds of additional skills needed to practice action anthropology or research and development anthropology although persons working with either model may find that evaluation is a part of their work. It is hoped that this guide will help anthropologists and supporters of the ethnographic model in evaluation communicate the substance of this endeavor and that it will prove a useful tool in training students in both fieldwork and its application to evaluation. (RC)

ED 121 813 TM 005 242
Dalton, Starlette

Regression Approaches and Approximate Solutions to Analysis of Variance with Disproportionality Varied.

Pub Date 8 Jan 76

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Analysis of Variance, *Comparative Analysis, Data Analysis, Mathematical Models, Multiple Regression Analysis, *Statistical Analysis

Identifiers—Data Elementary Method, Expected Frequencies Method, Least Squares Analysis, *Regression Solutions, Unweighted Means Analysis

The degree of nonorthogonality in a factorial design was systematically increased. Five methods of dealing with nonorthogonality were selected and applied: two were least squares solutions (Method 1 and Method 2); two were approximate solutions (the unweighted means analysis and the method of expected frequencies); and the fifth was the alternative of data elimination. Under extreme nonorthogonality all methods converged in yielding conclusions which while erroneous were similar across methods. Under moderate nonorthogonality, however, the un-

weighted means analysis and Method 1 were superior. Overall, the data elimination alternative was inferior in that it led to more type 2 errors than any of the other four methods. (Author)

ED 121 814 95 TM 005 243
Bianchini, John C. Vale, Carol A.

Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-0-74-8611

Note—25p.; For appendices, see TM 005 244-246; For related documents, see ED 092 601-634

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bias, Caucasian Students, Elementary Education, *Elementary School Students, *Equated Scores, *Ethnic Groups, Grade 4, Grade 5, Grade 6, Negro Students, Reading, Reading Comprehension, *Reading Tests, Spanish Americans, Standardized Tests, Statistical Analysis, Test Interpretation, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The Anchor Test Study (ATS) yielded equating tables for vocabulary, reading comprehension, and total reading scores for eight commonly used reading tests at the 4th, 5th, and 6th grade levels. Because of the original ATS sampling design which resulted in a nationally representative sample of school children at those grades, the equating tables might not be considered equally applicable for selected subgroups of the population—specifically, for black and Spanish-surnamed subgroups. The present study was done to determine whether use of the ATS equating tables for these two ethnic subgroups is warranted. Essentially, the analysis focused upon detecting interaction between test interrelationships and ethnic affiliation in a way most relevant to the expected uses of the ATS equating tables—average differences between equivalent and obtained scores for each ethnic group, in various parts of the score range, were tested for significance. The detailed procedures for accomplishing the implied statistical tests are described. The analyses appear in Appendices A, B, and C (for grades, 4, 5, and 6, respectively) organized by vocabulary, reading comprehension, and total reading scores within grade level. The results did not indicate any systematic ethnic bias. The few isolated instances which did exist might be attributed largely to the sampling procedure used in the ATS; i.e., maximizing representation of the total population, rather than that of any specific subgroup. (RC)

ED 121 815 95 TM 005 244
Bianchini, John C. Vale, Carol A.

Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report. Appendix A.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C./

Pub Date Mar 75

Contract—OEC-0-74-8611

Note—256p.; Appendix to TM 005 243; For related documents, see ED 092 601-634 and TM 005 245 and 246

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Bias, Caucasian Students, Elementary Education, *Equated Scores, *Ethnic Groups, *Grade 4, Negro Students, Reading, Reading Comprehension, *Reading Tests, Spanish Americans, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

As part of an investigation of the appropriateness of the original Anchor Test Study equating results for black and Spanish-surnamed students, this Appendix lists the detailed results of the

analyses for grade four, organized by vocabulary, reading comprehension, and total reading scores. For each analysis, a two-page set of results is presented. The test-pair shown in the heading is so ordered as to indicate the direction of the equivalent score transformation; i.e., actual scores on the first member of the pair were transformed to equivalent scores on the second member. The first page indicates, for each of the ethnic groups, for each of the five score sub-ranges and for the total score range, the set of descriptive statistics, including the actual N, the weighted N, the mean discrepancy, and the standard deviation. The second page contains the summary of individual comparisons of blacks vs. whites and Spanish-surnamed vs. whites at each score level included in the two-way analysis. Those instances for which the entire Spanish-surnamed group was deleted are so indicated. The highest score level was deleted in about 75 percent of the two-way analyses, and the Spanish-surnamed group in about half. It was only occasionally necessary to delete the lowest score level. The post-hoc comparisons for the one-way analyses appear below those for each score level, under the heading "total score range." (RC)

ED 121 816 95 TM 005 245
Bianchini, John C. Vale, Carol A.

Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report. Appendix B.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-0-74-8611

Note—269p.; Appendix to TM 005 243; For related documents, see ED 092 601-634 and TM 005 244 and 246

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Bias, Caucasian Students, Elementary Education, *Equated Scores, *Ethnic Groups, *Grade 5, Negro Students, Reading, Reading Comprehension, *Reading Tests, Spanish Americans, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Test, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

As part of an investigation of the appropriateness of the original Anchor Test Study equating results for black and Spanish-surnamed students, this Appendix lists the detailed results of the analyses for grade five, organized by vocabulary, reading comprehension, and total reading scores. For each analysis, a two-page set of results is presented. The test-pair shown in the heading is so ordered as to indicate the direction of the equivalent score transformation; i.e., actual scores on the first member of the pair were transformed to equivalent scores on the second member. The first page indicates, for each of the ethnic groups, for each of the five score sub-ranges and for the total score range, the set of descriptive statistics, including the actual N, the weighted N, the mean discrepancy, and the standard deviation. The second page contains the summary of individual comparisons of blacks vs. whites and Spanish-surnamed vs. whites at each score level included in the two-way analysis. Those instances for which the entire Spanish-surnamed group was deleted are so indicated. The highest score level was deleted in about 75 percent of the two-way analyses, and the Spanish-surnamed group in about half. It was only occasionally necessary to delete the lowest score level. The post-hoc comparisons for the one-way analyses appear below those for each score level, under the heading "total score range." (RC)

ED 121 817 95 TM 005 246
Bianchini, John C. Vale, Carol A.

Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report. Appendix C.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-0-74-8611

Note—265p.; Appendix to TM 005 243; For related documents, see ED 092 601-634 and TM 005 244 and 245

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Descriptors—*Bias, Caucasian Students, Elementary Education, *Equated Scores, *Ethnic Groups, *Grade 6, Negro Students, Reading, Reading Comprehension, *Reading Tests, Spanish Americans, Standardized Tests, Vocabulary

Identifiers—*Anchor Test Study, California Achievement Tests, Comprehensive Tests of Basic Skills, Gates MacGinitie Reading Tests, Iowa Test of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Education Progress, SRA Achievement Series, Stanford Achievement Tests

As part of an investigation of the appropriateness of the original Anchor Test Study equating results for black and Spanish-surnamed students, this Appendix lists the detailed results of the analyses for grade six, organized by vocabulary, reading comprehension, and total reading scores. For each analysis, a two-page set of results is presented. The test-pair shown in the heading is so ordered as to indicate the direction of the equivalent score transformation; i.e., actual scores on the first member of the pair were transformed to equivalent scores on the second member. The first page indicates, for each of the ethnic groups, for each of the five score sub-ranges and for the total score range, the set of descriptive statistics, including the actual N, the weighted N, the mean discrepancy, and the standard deviation. The second page contains the summary of individual comparisons of blacks vs. whites and Spanish-surnamed vs. whites at each score level included in the two-way analysis. Those instances for which the entire Spanish-surnamed group was deleted are so indicated. The highest score level was deleted in about 75 percent of the two-way analyses, and the Spanish-surnamed group in about half. It was only occasionally necessary to delete the lowest score level. The post-hoc comparisons for the one-way analyses appear below those for each score level, under the heading "total score range." (RC)

ED 121 818 TM 005 249
 Hodges, Walter L. Peters, Donald L.
Evaluation of Day Care at the State Level.
 Pub Date [Apr 76]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Day Care Programs, *Evaluation Methods, Measurement Techniques, Preschool Children, Preschool Education, *Program Effectiveness, *Program Evaluation, Research Problems, *State Programs

Using the evaluation of day care programs at the state level as a basis, this document focuses on the methodology, logistics, politics, and benefits of state-wide efforts, particularly as these efforts relate to the impact of day care services on the children served. Since every evaluation effort must be individually tailored, and each state's day care needs and services are in some way unique, a selected few of the generic issues that others must address as they undertake to participate in state-wide evaluation efforts are focused on. The examples used emanate from the collective experiences of the authors in Pennsylvania, West Virginia, South Carolina, and Arkansas. (Author/DEP)

ED 121 819 TM 005 250
 McBride, James R. Weiss, David J.
Some Properties of a Bayesian Adaptive Ability Testing Strategy.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—RR-76-1

Pub Date Mar 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Ability, Bayesian Statistics, Branching, *Computer Oriented Programs, Correlation, Guessing (Tests), Item Banks, Scores, *Sequential Approach, *Simulation, Test Bias, *Testing

Identifiers—*Bayesian Adaptive Ability Testing, Tailored Testing

Four monte carlo simulation studies of Owen's Bayesian sequential procedure for adaptive mental testing were conducted. Whereas previous

simulation studies of this procedure have concentrated on evaluating it in terms of the correlation of its test scores with simulated ability in a normal population, these four studies explored a number of additional properties, both in a normally distributed population and in a distribution-free context. Study 1 replicated previous studies with finite item pools, but examined such properties as the bias of estimate, mean absolute error, and correlation of test length with ability. Studies 2 and 3 examined the same variables in a number of hypothetical infinite item pools, investigating the effects of item discriminating power, guessing, and variable vs. fixed test length. Study 4 investigated some properties of the Bayesian test scores as latent trait estimators, under three different configurations (regressions of item discrimination on item difficulty) of item pools. The properties of interest included the regression of latent trait estimates on actual trait levels, the conditional bias of such estimates, the information curve of the trait estimates, and the relationship of test length to ability level. The results of these studies indicated that the ability estimates derived from the Bayesian test strategy were highly correlated with ability level. However, the ability estimates were also highly correlated with number of items administered, were nonlinearly biased, and provided measurements which were not of equal precision at all levels of ability. (Author)

ED 121 820 TM 005 251
 Lapan, Stephen D.

The Development and Validation of an Instrument That Measures Student Perceptions of Teacher Credibility.

Pub Date [Apr 76]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Credibility, Factor Analysis, Factor Structure, High School Students, *Rating Scales, *Student Opinion, Student Teacher Relationship, *Teachers, Test Construction, Test Reliability, *Test Validity
Identifiers—*Source Credibility Measure

The purpose of this study was to develop and validate an instrument to collect student judgments regarding their teacher's credibility. Items were developed and evidence of content validity generated. A pilot sample and a final sample of high school students were administered the Source Credibility Measure (SCM) so that actual response data could be used for instrument refinement. Both pilot and final data were submitted to factor analysis to explore construct validity. Reliability scores were also generated. Intertest construct validity evidence was generated for the final data. The study resulted in generating five factors represented by 29 items. These factors were Openness, Qualification, Communication Effectiveness, Defined Expectations, and Objectivity. The estimated alpha internal consistency reliabilities generated for these dimensions ranged from .77 to .89. The 29 item, five factor SCM Questionnaire is intended to be used as a feedback tool for inservice and preservice teacher training and individual teacher self-improvement. Further developmental work is needed to test the findings of this study. (Author/RC)

ED 121 821 TM 005 252
 Annotated Bibliography on Applied Performance Testing.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.

Pub Date Sep 75

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Annotated Bibliographies, *Performance Tests

During the past year, the Clearinghouse for Applied Performance Testing (CAPT) has been collecting tests and materials related to applied performance testing (APT). This annotated bibliography represents the culmination—though not the end—of these collection efforts. Materials listed here can be obtained from CAPT. Ordering information and an order form are included. The bibliography is divided into sections as follows: conceptual papers on APT, development of APT,

applications of APT in education, bibliographies on APT, language arts, life skills, mathematics, physical education, sciences, vocational/occupational, and miscellaneous. (RC)

ED 121 822 95 TM 005 253

Dusewicz, Russell A. O'Connell, Mary Ann
A Three-Year Evaluation of a Nationally Validated Prekindergarten.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Achievement Gains, Child Development, *Cognitive Development, *Compensatory Education Programs, Economically Disadvantaged, *Preschool Children, *Preschool Education, Preschool Tests, Program Effectiveness, *Program Evaluation, Test Results

Identifiers—*Cognitively Oriented Prekindergarten Experience, Project COPE

The Cognitively Oriented Prekindergarten Experience (Project COPE) is a preschool effort to accelerate the development of children from predominantly low-income families. This program was nationally validated as an ESEA Title III project and has received support from the U.S. Office of Education as a National Developer/Demonstrator site. Having recently completed its third year of operation, it is the objective of this paper to present three-year evaluation results of the program and to draw implications from these results as to the program's potential for meeting the needs of the disadvantaged child as well as preschool children in general. Statistical analysis of Pre- and posttest data showed substantial and significant gains on all measures of intellectual, language, and social development as well as on measures of reading and math achievement. (Author/RC)

ED 121 823 TM 005 254
 Rossi, Robert Joseph

A Philosophical Perspective on Construct Validation: Application of Inductive Logic to the Analysis of Experimental Episode Construct Validity.

Pub Date [Apr 76]

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Need, *Inductive Methods, Information Theory, *Logic, Probability, Projective Tests, Statistical Analysis, *Test Validity

Identifiers—*Experimental Episode Construct Validity

Methods drawn from four logical theories associated with studies of inductive processes are applied to the assessment and evaluation of experimental episode construct validity. It is shown that this application provides for estimates of episode informativeness with respect to the person examined in terms of the construct and to the construct definition itself. Example analyses are presented in which projective and objective tests of the achievement motive are evaluated in relation to a version of the theory of achievement motivation presented by Atkinson (1957). Results indicate why projective measures may be preferred. (Author)

ED 121 824 TM 005 255
 Sherman, Susan W.

Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.

Pub Date [Apr 76]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age Differences, *Comparative Analysis, Groups, Guessing (Tests), *Individual Differences, Mathematical Models, *Multiple Choice Tests, National Surveys, Parental Background, Racial Differences, *Response Style (Tests), Rural Urban Differences, Sex Differences, *Test Bias

Identifiers—*I Don't Know Response Option (Tests), National Assessment of Educational Progress

The multiple-choice science exercises used by the National Assessment of Educational Progress include an "I Don't Know" (IDK) alternative to estimate more accurately knowledge of groups of respondents. Group percentages of IDK responses were examined and compared with correct responses to see if the IDK introduces bias. Variance common to IDK and correct responses was reasoned to reflect bias related in part to personality variables. Residuals from a regression analysis predicting correct response from IDK response percentages were analyzed as modified correct response effects. The modification generally reduces differences among groups and smooths trends across the four age levels. (Author)

ED 121 825 TM 005 256

Smith, Philip G.

Structure of Evaluations in Education.

Pub Date [Apr 76]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Decision Making, *Effective Teaching, *Evaluation, *Evaluation Methods, Guidelines, *Research Design, Teacher Evaluation

In recent years there has developed a widespread recognition that there are three distinct structural or logical forms than an assessment of merit, value, or worth may take—evaluation of exemplified value, evaluation of instrumental value, and evaluation of contributory value. These forms provide a logical organization and structure for all of the various modes of evaluation that occur within the field of education, or elsewhere. This examination of the ways teaching is evaluated demonstrates how the three structural forms function in any assessment of merit or worth, whether it be grading student papers, selecting textbooks, or deciding to continue, modify, or discontinue a program. An adequate evaluation of any complex undertaking requires a design that makes explicit what structural form is to be used for each component part. Only then can it be known what standards or ideals and what ends of objectives need to be formulated and what organic wholes need to be envisioned. Then it is possible to know what kind of empirical data will be relevant to each component and what kind of expertise will be required for the judgments needed to bridge the gaps that cannot be spanned by exact measurement and calculation. (RC)

ED 121 826 TM 005 257

Tuckman, Bruce W. Montare, Alberto P. S.

Phi Delta Kappa Needs Assessment: The Application of Educational Goal Attainment Test Results.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Caucasian Students, Comparative Analysis, Educational Assessment, Educational Needs, *Educational Objectives, Elementary Secondary Education, Individualized Instruction, Models, *Needs Assessment, Negro Students, Program Evaluation, Puerto Ricans, *School Districts, Statewide Planning, Suburban Schools, *Testing Programs, *Test Results, Urban Schools

Identifiers—*Educational Goal Attainment Tests, Phi Delta Kappa Needs Assessment

The Educational Goal-Attainment Tests, in particular, were used in four large-scale undertakings that led to subsequent planning and development efforts. The first was a statewide study of Puerto Rican students in comparison to their black and white counterparts. Both urban and suburban samples were used with the emphasis on urban. These results, along with those of a second statewide study done primarily to assess the reliability of the tests, formed the basis for a statewide planning effort. These studies are used as illustrations of the applicability of group data for evaluation purposes and provide a basis for suggesting some of the necessary sampling strategies. An urban district used the tests as one ingredient in a full-scale evaluation study, and some of the

methodologies of this study are described as exemplary of ways in which the tests may be employed. The use of these data for planning purposes will also be described. Finally, a suburban district used the tests to measure a set of goals different from, but similar to, the Phi Delta Kappa goals, in conjunction with a needs assessment. This required an added validation process and altered scoring. These procedures, along with the uses of the results for subsequent curriculum planning, illustrate the flexibility and usability of the approach for a variety of district needs. (Author/RC)

ED 121 827 95 TM 005 258

Coulson, John E.

Problems and Approaches in Education Program Evaluation.

System Development Corp., Santa Monica, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Contract—300-75-0332; OEC-0-73-0831; OEC-0-73-6336

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1975)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Criterion Referenced Tests, Educational Objectives, Educational Research, Elementary Secondary Education, *Federal Programs, *National Programs, Program Effectiveness, *Program Evaluation, Research Problems, Testing Problems, Time Perspective

Identifiers—Emergency School Aid Act

Although dealing broadly with issues involving program evaluation, this paper is especially concerned with large-scale evaluations of federally funded education programs that are national in scope and, to some extent at least, compensatory in nature. The paper concentrates on a few basic problem areas that seem inherent in the concept of evaluation. They include, for example, problems in defining treatment and outcome variables that will yield useful evaluation results, and difficulties in establishing comparative benchmarks against which program outcomes should be gauged. The paper concludes with a discussion of the role of evaluation vis-a-vis education research, and suggests a strategy by which future evaluations might make a greater contribution to an understanding of important underlying relationships in the teaching-learning process. To illustrate both problems and approaches in evaluation, examples are given from two large studies currently being conducted by System Development Corporation for the U.S. Office of Education: an evaluation of the Emergency School Aid Act (ESAA) and a multiyear evaluation of the sustaining effects of compensatory education. (RC)

ED 121 828 TM 005 259

Pohlmann, John T. Elmore, Patricia B.

The Instructional Improvement Questionnaire [Including Supporting and Technical Data].

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Note—131p.; For related documents, see TM 005 260-261 and 263-268

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—College Students, College Teachers, *Course Evaluation, Effective Teaching, Feedback, *Higher Education, *Participant Satisfaction, *Questionnaires, Rating Scales, Statistical Analysis, *Student Evaluation of Teacher Performance, Test Reliability

Identifiers—*Instructional Improvement Questionnaire

The Instructional Improvement Questionnaire (IIQ) is a student rating form designed to provide evaluative feedback to instructors about their teaching. The IIQ was first developed at Southern Illinois University at Carbondale in 1969 and revised in 1972. The documents included here describe the development of the IIQ and research associated with it. Results from the IIQ may be used for teacher promotion and annual salary reviews, student course selection, and evaluating course effectiveness. Results are released only on authorization of the instructor. The present IIQ form has four parts: a student biographic section, an instructor evaluation section (20 items), a course evaluation section (20 items), and an op-

tional item section where instructors can have students respond to as many as 60 items prepared by individual departments or faculty. Students respond directly on OpScan answer sheets which are computer processed. Additional research reported deals with an effectiveness study of the evaluation of instruction program by the faculty in winter 1973, a cross-validation of the IIQ deciles from 1971 to fall 1972, norms for required and elective courses by course level for the IIQ-fall 1971, a summary of research on the relationships between student characteristics and student evaluations of instruction at Southern Illinois University, a description of effective college teaching in five disciplines as measured by student ratings, and evaluating instructional effectiveness with the IIQ. A copy of the IIQ is appended. (RC)

ED 121 829 TM 005 260

Pohlmann, John T.

An Evaluation of the Evaluation of Instruction Program by Faculty, Winter 1973. Technical Report No. 5.1-73.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Report No.—TR-5.1-73

Note—10p.; For related documents, see TM 005 261 and 263-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Teachers, *Course Evaluation, Higher Education, *Program Evaluation, *Questionnaires, *Student Evaluation of Teacher Performance, *Teacher Attitudes

Identifiers—*Instructional Improvement Questionnaire

A questionnaire was distributed to faculty members at Southern Illinois University who participated in the Evaluation of Instruction program during winter quarter, 1973. The purpose of the questionnaire was to allow faculty members to evaluate various aspects of the service, and provide suggestions for the improvement of the service. This report outlines the results obtained from that questionnaire. Items included were directed at obtaining answers to these questions: what percentage of users reported satisfaction with the service they received; was the computer printout understandable; were the deciles helpful for interpreting the results of the evaluation; did faculty members using the MIRROR evaluation form find the comments of their students helpful; which type of information, the written comments of students solicited on the MIRROR questionnaire or the computerized results of student responses to the Instructional Improvement Questionnaire, was more informative; and what could be done to improve the evaluation service? A copy of the questionnaire is included in the Appendix. (RC)

ED 121 830 TM 005 261

VanTuinen, Mark Pohlmann, John T.

A Crossvalidation of the IIQ Deciles from 1971 to Fall 1972. Technical Report No. 41-73.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Report No.—TR-41-73

Note—11p.; For related documents, see TM 005 260 and 263-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Teachers, *Comparative Analysis, *Course Evaluation, Higher Education, *Norms, *Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance

Identifiers—*Instructional Improvement Questionnaire

The appropriateness of the Instructional Improvement Questionnaire (IIQ) norms from 1971 for the evaluation from fall 1972 was assessed. The IIQ is a student rating form designed to provide evaluative feedback to instructors about their teaching. To that end the item means for the first 40 items of the IIQ were calculated for each of the participating instructors at the University of Southern Illinois. This included about 900 instructors and 1,454 sections for winter, spring, summer, and fall of 1971, and about 282 instructors and 446 sections for fall of 1972. The study indicated that the 1971 norms are generally appropriate for the 1972 evaluation results. It was recommended, however, that the norms for two of the items be updated to reflect

the change in the rating distribution. There results also suggest that the assumption of normality, made in the calculation of decile cut off values, is reasonable and tenable. This assumption will therefore continue to be used in the deviation of decile values. (RC)

ED 121 831 TM 005 263

Pohlmann, John T. And Others

Norms for Required and Elective Courses by Course Level for the IIQ Subscales. Technical Report No. 11.1-72.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Report No.—TR-11-1-72

Note—9p.; For related documents, see TM 005 260-261 and 264-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Teachers, *Core Courses, Course Evaluation, *Elective Subjects, Higher Education, *Norms, *Questionnaires, Rating Scales, Statistical Analysis, *Student Evaluation of Teacher Performance

Identifiers—*Instructional Improvement Questionnaire

The development of norms for five subscales from the Instructional Improvement Questionnaire (IIQ) are reported for required and elective courses at each course level. The IIQ is a student rating form designed to provide evaluative feedback to instructors about their teaching. The subscales of the IIQ were derived from the results of an earlier factor analysis of items in parts I and II of the IIQ. The five factors identified in that study were labeled 1. General Course Rating, 2. Student Orientation, 3. Course Difficulty, 4. Grading and Assignment, and 5. Presentation of Materials. For the purposes of this study items that loaded high on each factor were combined to form subscales. Scores on these subscales were derived by computing the average item score for the items in the subscale. Consequently five subscores were generated for each student evaluation, one for each subscale. In Table I the IIQ items that were included in each subscale are listed. (The items in Parts I and II of the IIQ appear in the Appendix.) (Author/RC)

ED 121 832 TM 005 264

Pohlmann, John T.

Factor Analyses of Parts 1 and 2 of the IIQ. Technical Report No. 6.1-72.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Report No.—TR-6-1-72

Note—10p.; For related documents, see TM 005 260-261 and 263-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—*Course Evaluation, *Factor Analysis, Higher Education, *Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance

Identifiers—*Instructional Improvement Questionnaire

A factor analysis was performed on 2,535 and 2,447 cases of the Instructional Improvement Questionnaire (IIQ) parts I and II, respectively. A correlation matrix for each part was calculated. Squared multiple correlations (SMC) for each item, using the other items as predictors, was placed in the main diagonal of the correlation matrix. The resulting matrix of item intercorrelations and SMC's was then factor analyzed using principle axis analysis. Tables present the results of the principle axis analyses for the two parts for all factors with Eigenvalues greater than 1.0. Inspection of the principle axis factor loading indicates that both parts have a rather strong general factor. The high latent roots associated with the first factor in each solution attest to this fact. The initial factors were rotated using the Varimax criterion. The rotated factor structures for both parts are presented in tables. (RC)

ED 121 833 TM 005 265

Bonde, John Pohlmann, John T.

Evaluation of the Instructional Improvement Questionnaire (IIQ) by Faculty—Fall 1971. Technical Report No. 2.2-72.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Report No.—TR-2-2-72

Note—6p.; For related documents, see TM 005 260-261 and 263-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Teachers, *Course Evaluation, Higher Education, *Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance, *Teacher Attitudes

Identifiers—*Instructional Improvement Questionnaire

During winter quarter 1972, questionnaires were sent to all those Southern Illinois University faculty who used the Instructional Improvement Questionnaire (IIQ) during fall quarter 1971. The questionnaire was distributed with the results of the IIQ analysis for each instructor. The purpose of the questionnaire was to determine the faculty's response to the IIQ, as well as to seek suggestions as to the improvement of the IIQ. Results indicate that participating faculty members feel that the IIQ is moderately helpful, easily understood, and definitely reflects an accurate perception of their performance in class. (RC)

ED 121 834 TM 005 266

Pohlmann, John T.

Summary of Research on the Relationship Between Student Characteristics and Student Evaluation of Instruction at Southern Illinois University, Carbondale. Technical Report No. 1.1-72.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Report No.—TR-1-1-72

Note—35p.; For related documents, see TM 005 260-261 and 263-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Students, College Teachers, *Course Evaluation, Factor Analysis, *Higher Education, Predictor Variables, *Questionnaires, Rating Scales, Statistical Analysis, *Student Characteristics, *Student Evaluation of Teacher Performance

Identifiers—*Instructional Improvement Questionnaire

This study determines the nature and degree of relationship that exists between certain student characteristics and student ratings of instruction. The student evaluations that were used as criteria were obtained from the Instructional Improvement Questionnaire (IIQ) developed at Southern Illinois University. The majority of predictors (student characteristics) were found to be independent of student evaluations of instruction. Since only nine percent of the variation in ratings of the instructor was accounted for by student characteristics studied, 91 percent of the variation is due to other sources. The rating of Course Difficulty was the most predictable scale examined, with 19 percent of its variation being accounted for by the student characteristics indices. Due to the extremely powerful statistical tests used in the regression analyses, only those characteristics significant beyond the .001 level of confidence were interpreted. The data suggests that the student characteristic which was most directly related to evaluations of instruction was the grade the student expected to receive in the course. For the Instructor Evaluation and Course Evaluation Scales, the general rating of courses and instruction at Southern Illinois University was also found to be predictive. The percent of readings completed by the student was similarly found to be predictive of student rating of course difficulty. (RC)

ED 121 835 TM 005 267

Pohlmann, John T.

A Description of Effective College Teaching in Five Disciplines as Measured by Student Ratings.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Note—19p.; For related documents, see TM 005 260-261 and 263-268

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Curriculum, College Students, *College Teachers, Course Evaluation, *Effective Teaching, Higher Education, Questionnaires, Rating Scales, Statistical Analysis, *Student Evaluation of Teacher Performance, *Teacher Characteristics

Identifiers—*Instructional Improvement Questionnaire

Student ratings of teachers in five disciplines (science and math, education, social sciences, humanities, and business) were analyzed to determine which teacher attributes were important in predicting ratings of teaching effectiveness. Ratings results from 1439 courses taught at Southern Illinois University, Carbondale from 1973 to 1974 were used as data for this study. The results indicated that the instructor attributes rated as characteristic of effective instruction were highly consistent across disciplines, and the effective instructor was described as: (1) knowing when students understood him, (2) increasing students appreciation of the subject matter, (3) answering impromptu questions satisfactorily, (4) achieving the objectives of the course and (5) giving several examples to explain complex topics. (Author)

ED 121 836 TM 005 268

Pohlmann, John T.

Evaluating Instructional Effectiveness with the Instructional Improvement Questionnaire.

Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Note—22p.; For related documents, see TM 005 260-261 and 263-267

Available from—Not Available Separately; See TM 005 259

Document Not Available from EDRS

Descriptors—College Students, College Teachers, *Course Evaluation, *Effective Teaching, Feedback, Higher Education, *Participant Satisfaction, Predictor Variables, *Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance, Teacher Attitudes, Test Reliability

Identifiers—*Instructional Improvement Questionnaire

The Instructional Improvement Questionnaire (IIQ) is a four-part questionnaire designed to collect evaluative feedback from students on their instructors and courses. The class characteristics section collects data from the student on variables such as grade point average, sex, class level, grade expected, time spent studying for the course, etc. The instructor evaluation section consists of 20 items that allow the student to rate various aspects of instructor performance. On each item the student rates his teacher on a five-point scale. The course evaluation section consists of 20 statements about various aspects of the course. Students respond to each statement on a five-point scale. The optional item section consists of 60 response positions that the instructor may use to record student responses to locally supplied items. Collected IIQ's are processed in two phases: answer sheets are optically scanned and responses are coded and written on magnetic tape; a program analyzes the data and produces a printed report of the results. There are four sections and an optional fifth in the computer report corresponding with each response section of the IIQ. A summary of research that has been conducted on the IIQ is then reported in three categories: faculty reactions to the IIQ, studies of reliability of results, and studies of the relationship between selected class characteristics variables and IIQ results. Sample computer reports are appended. (RC)

ED 121 837 TM 005 269

Tuckman, Bruce Wayne

The Tuckman Teacher Feedback Form (TTF).

Note—32p.; For a related document, see TM 005 270

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Class Management, *Classroom Observation Techniques, Feedback, *Semantic Differential, *Teacher Behavior, Teacher Evaluation, Teaching Styles, Test Reliability, Test Validity

Identifiers—*Tuckman Teacher Feedback Form

Originally designed to provide teachers with feedback and also used as a quantitative tool for specifying teacher behavior consistent with a psychological model of teaching described by Tuckman (1974), the Tuckman Teacher Feedback Form (TTF) is a 28-item semantic differential which generates four scores in the areas of creativity, dynamism (energy plus dominance), organized demeanor (organization plus control), and warmth and acceptance. These dimensions refer to the teacher's means of interpersonal classroom management, that is, how the teacher deals with issues of control, ambiguity, and interaction. Kelly's (1955) theory of personal con-

structs explains the underlying purpose of the TTF: both teacher and observer use personal constructs, conceived as bipolar adjective pairs, to interpret or construe the reality of the classroom. Given Kelly's argument that reality is a construction of the observer, the TTF offers a procedure for eliciting and describing an observer's construction of a teacher's behavior. The instrument is short and efficient; as a measure of teacher style or behavior, it can be expected to be more objective than self-report measures and easier to use than coding procedures. Along with the instrument and Feedback Summary Sheet, information is presented on the validity of related research, reliability, availability, and use. (RC)

ED 121 838 TM 005 270

Tuckman, Bruce Wayne
Teaching: The Application of Psychological Constructs.

Note—22p.
Available from—Not Available Separately; see TM 005 269

Document Not Available from EDRS

Descriptors—*Classroom Observation Techniques, Factor Analysis, Feedback, *Psychological Characteristics, *Semantic Differential, *Teacher Behavior, Teacher Evaluation, Teaching Styles, Test Reliability, Test Validity

Identifiers—*Kelly Role Repertoire Construct Theory, Tuckman Teacher Feedback Form

The result of the application of Kelly's (1955) psychology of personal constructs to education is a personal construct model of teaching which reflects itself both in a series of five propositions (based on Kelly's postulates) and a measurement technique, the Tuckman Teacher Feedback Form (TTF), which is appropriate for determining teacher behavior relative to the model. The propositions are: (1) the teacher relates to the environment by means of personal constructs used for processing incoming information; (2) these constructs mediate between information the teacher receives and behaviors that he emits; (3) kinds of personal constructs the teacher uses to construe his environment will also be the ones used by an observer to construe the teacher classroom behavior; (4) constructs are organized into more stable and meaningful systems or clusters of constructs; and (5) the relative preponderance of construct systems will reflect the characteristics of the situation, the disposition of the teacher, and the previous history of the teacher. The TTF is a series of 28 paired adjectives, each paired with its approximate opposite. Each pair presents a personal construct that can be used to construe teacher behavior. It can be used by supervisor, trained observer, peer, or student to describe teacher behavior over approximately a 45 minute span of time. A copy of the TTF is included along with scoring information, results of a factor analysis, reliability and validity data, and research applications. (RC)

ED 121 839 95 TM 005 271

Feldmesser, Robert A.

The Use of Test Scores as a Basis for Allocating Educational Resources: A Synthesis and Interpretation of Knowledge and Experience. Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—ETS-PR-75-25

Pub Date Nov 75

Grant—NIE-G-74-0066

Note—116p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Compensatory Education, Educational Finance, *Educationally Disadvantaged, *Educational Resources, Elementary Secondary Education, Federal Aid, Low Achievers, *Resource Allocations, School Districts, Scores, Socioeconomic Status, State Aid, State Federal Support, Student Evaluation, Testing Problems, *Test Results

Identifiers—*Test Based Funding

This study was undertaken to explore the issues involved in test-based-funding (TBF)—the concept that extra resources should be allocated to states or school districts on behalf of pupils with low test scores. The data for the study come from literature bearing on the concept, from documents in three states (Michigan, California, and New York) where it has been tried, and from interviews with key people who have been engaged

in its development and implementation. In the first chapter, the origins and rationale of test-based funding is described and the problems with it that have been evident from the outset are briefly discussed. Chapter 2 describes the experiences of the three states with TBF. Of the three, Michigan has given the concept the greatest prominence in its state-aid program, and it occupies most of the attention, but the experiences of all three states are outlined. Since there are a number of questions connected with TBF on which the experience to date for one reason or another casts no light at all, Chapter 3 considers some of them, bringing to bear both logical analysis and such pertinent literature as there may be, and suggesting lines of future inquiry which may improve the understanding of the premises and implications of TBF. (RC)

ED 121 840 TM 005 272

Pastrana, Ronald R.

Occupations and Aptitudes.

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.; Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.

Pub Date [Apr 76]

Note—12p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Aptitude Tests, High School Students, *Occupational Choice, Performance Based Education, Performance Tests, Secondary Education, Student Evaluation, *Success Factors, Task Performance, *Vocational Aptitude, *Vocational Education

Identifiers—*Armed Services Vocational Aptitude Battery

The central theme of this report underlines the complexity and multifaceted problems surrounding any attempt to define relationships between special aptitudes and success in an occupation. However, relationships between special aptitudes and success in occupational training are typically more definitive and have a higher correlation. This is primarily due to the fact that training performance requires less expectations and criteria than occupational performance. This report documents the efforts of the Dutchess County Board of Cooperative Educational Services (BOCES) Area Occupational Center in developing strategies to assist young people in understanding themselves and in making adequate and satisfying decisions regarding opportunities in education and work. (Author/DEP)

ED 121 841 95 TM 005 273

Katz, Martin R. And Others

Simulated Occupational Choice: A Measure of Competencies in Career Decision-Making. Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ETS-PR-76-4

Pub Date Feb 76

Grant—NE-G-00-3-0216

Note—248p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Career Planning, *Decision Making Skills, *Diagnostic Tests, High School Students, Individual Tests, *Occupational Choice, Secondary Education, *Simulation, Statistical Analysis, Student Evaluation, *Vocational Maturity

Identifiers—*Simulated Occupational Choice

Simulated Occupational Choice (SOC) was developed to measure competencies in career decision-making. SOC is a structured, individually-administered simulation exercise designed to elicit career decision-making behaviors and enable those behaviors to be observed, recorded, and scored in meaningful ways, particularly for diagnosis. It was administered during three field tests to small samples of 9th and 12th-grade students and later to small numbers of college students. It has undergone a series of revisions during its development and is still to be considered an experimental instrument which may (1) be administered by counselors to diagnose a student's competencies and deficiencies in seeking, interpreting, and using information relevant to career decision-making, (2) be used with small samples of students to evaluate a guidance program or treatment, (3) serve as a criterion for validating group-administered tests of career deci-

sion-making competencies, and (4) provide the nucleus for a group course in career decision-making. (Author)

ED 121 842 TM 005 274

Shively, Joe E. Sanders, Jack

Alternative Education: Evaluation and Implementation of EBCE

Pub Date [Apr 76]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Education, *Cooperative Education, *Educational Alternatives, *High School Students, Integrated Curriculum, Parent Attitudes, Participant Satisfaction, Program Development, Program Effectiveness, *Program Evaluation, School Community Relationship, Secondary Education, Student Evaluation, *Work Experience Programs

Identifiers—*Experience Based Career Education
Increasing student disenchantment with traditional schooling prompted the development of an alternative educational program: Experience-Based Career Education (EBCE). During three years of development, evaluation provided student, parent, and employer data on program impact and effectiveness. Stakeholders' involvement in program development and diffusion has resulted in salient characteristics which have impacted the Appalachia Educational Laboratory (AEL)/EBCE strategies for marketing the program. Statistical data and testimonials lend credence for continuation and implementation of EBCE as an alternative educational program. Contacts and visits by potential adopters have resulted in new AEL/EBCE sites in FY 76, adoptions directly related to continuing stakeholder involvement. (Author/RC)

ED 121 843 TM 005 275

Spitze, Hazel Taylor Griggs, Mildred Barnes

Choosing Evaluation Techniques.

Home Economics Education Association, Washington, D.C.

Pub Date 27 Jan 76

Note—55p.

Available from—Home Economics Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 261-08424, \$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Grading, *Measurement Techniques, *Student Evaluation, *Student Testing, *Teaching Guides, Test Construction

This publication offers suggestions to any teacher in the field of education. It is not intended to answer all questions regarding evaluation, but rather to serve as a springboard toward stimulating new ideas and encouraging teachers to experiment with new methods of evaluation. Three classifications are used to show the varied methods of evaluation available: (1) real life situations, (2) simulations of reality, and (3) abstractions from reality. Chapter one details the process of evaluation, objectives, purposes, principles to guide the choice of techniques, unintended consequences, factors affecting the effectiveness of evaluation techniques, and the evaluation of cognitive, affective, and psychomotor domains. Chapter two discusses evaluation in real life situations such as observational techniques, rating scales, sociograms, checklists, interest and personality inventories, attitude scales, projective techniques, and interviews. Chapter three discusses simulation techniques in evaluation such as role playing, educational games, evaluation by inquiry, demonstrations, contrived incident, and Q sort. Chapter four discusses the construction of written tests, performance tests, oral tests, and other written exercises. Chapter five focuses on grades and their values. (DEP)

ED 121 844 TM 005 276

Maginnis, Elene B. And Others

Establishing Aptitude Requirements for Air Force Jobs: Methodological Approaches. Final Report.

System Development Corp., Santa Monica, Calif.
Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Report No—AFHRL-TR-75-44(3)

Pub Date Oct 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Enlisted Personnel, Job Analysis, *Job Skills, *Systems Approach, Task Performance, *Vocational Aptitude
Identifiers—*Air Force

This report presents, using a systems-oriented approach, alternative methodologies that could be used to establish aptitude requirements for Air Force occupations. It covers a description of the aptitude requirements system, a review of the interaction of aptitude requirements and personnel system actions, and a functional flow for the requirements system. A flow for the developmental activities necessary to design and implement the system is also given, followed by recommendations for development of a methodology for determining aptitude requirements for effective job performance, with separate consideration for optimal aptitude types and levels with respect to career development, assignment flexibility, and job satisfaction. (Author)

ED 121 845 TM 005 277
Rovinelli, Richard J. Hambleton, Ronald K.

On the Use of Content Specialists in the Assessment of Criterion-Referenced Test Item Validity.

Pub Date [Apr 76]

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Content Analysis, *Criterion Referenced Tests, Data Collection, Evaluation Methods, *Item Analysis, Statistical Analysis, *Test Construction, *Test Validity

Essential for an effective criterion-referenced testing program is a set of test items that are "valid" indicators of the objectives they have been designed to measure. Unfortunately, the complex matter of assessing item validity has received only limited attention from educational measurement specialists. One promising approach to the item validity question is through the collection and analysis of the judgments of content specialists. The purpose of this paper are twofold: First, several possible rating forms and statistical methods for the analysis of content specialists' data are discussed. Second, the results of item validation work with science teachers and three of the more promising rating forms are presented. The overall results of the study clearly support the recommendation for expanded use of content specialists' ratings is the item validation process. (Author/RC)

ED 121 846 TM 005 278
Gomes, Marcia P. R. de Magalhaes And Others

Validation of the Teacher's Assessment of Students' Aptitudes Form.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Aptitude Tests, *Classroom Observation Techniques, Grade 8, Junior High Schools, Lower Middle Class, Statistical Analysis, *Student Behavior, Student Evaluation, *Test Validity, *Vocational Aptitude

Identifiers—Battery of Differential Aptitudes Tests, Brazil (Rio de Janeiro), *Teachers Assessment of Students Aptitudes Form

The purpose of this study was to validate the Teacher's Assessment of Students' Aptitudes Form (TASAF), an instrument devised to guide teachers assessment of students' aptitudes through the observation of their classroom behaviors, i.e., to what extent were teachers able to detect levels of differential aptitudes in their students through guided observation. Since the TASAF was designed to tap the same set of aptitudes included in the Battery of Differential Aptitudes Test (BDAT), the BDAT was used as the criterion for the validation of the TASAF. Students enrolled in the eighth grade of 9 Brazilian public school located in Rio de Janeiro took part in the study. The group was composed of girls and boys ranging in age from 13 to 18 years. The subjects belonged mostly to the middle-lower class, as indicated by their parents' occupation. Data treated by the "G" index of agreement indicated statistically significant correlations between measures on the two instruments. Results pointed to a promising alternative approach to the traditional method of assessing students' aptitudes through paper-pencil tests. (RC)

ED 121 847 TM 005 279

Johnson, Lynne M. Finch, John M.

South Carolina Statewide Testing Program, Fall, 1975: General Report.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date Mar 76

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Attitude Tests, *Basic Skills, Comparative Analysis, Educational Assessment, Elementary Secondary Education, Grade 4, Grade 7, Grade 11, Standardized Tests, *State Programs, *Student Evaluation, *Testing Programs, *Test Results

Identifiers—Comprehensive Tests of Basic Skills, Short Form Test of Academic Aptitude, *South Carolina Statewide Testing Program, Student Survey and Attitude Inventory

The highlights of South Carolina's Statewide Testing Program, Fall, 1975 are summarized. Chapter one provides an overview of the report including the program's historical origins and changes that have occurred over the past five years as well as a delineation of the program's major objectives. Chapter two is concerned with ways in which the performance scores can be utilized, ways in which the individual achievement data can be utilized at the classroom and school levels, and the ways in which the aggregated achievement and attitude data can be utilized at the school, district, and state levels. Chapter three consists of four sections related to the methodology employed in conducting the project. Chapter four presents the performance of students in grades four, seven, and eleven on the Comprehensive Tests of Basic Skills (CTBS). Chapter five presents the most interesting results of grade eleven students on the Student Survey and Attitude Inventory. The appendices contain CTBS summary of results for South Carolina and an annotated copy of the South Carolina Student Survey and Attitude Inventory, Form B. (RC)

ED 121 848 TM 005 280

Gordon, Eric Iverson, Grace

Needs Assessment Model in an Urban, Decentralized School System.

Pub Date [Apr 76]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Decentralized School Design, Decision Making, Elementary Secondary Education, *Models, *Needs Assessment, *Program Development, School Districts, *Urban Schools

Identifiers—*Lansing School District, Michigan (Lansing)

The needs assessment model developed in the Lansing School District has the advantages of encouraging decentralized educational decision-making at the building level including program budgeting and personnel assignments, of providing a system for community input, and of providing a commonality of student goals and objectives between all buildings. Development of the model involved teachers, parents, and students from two elementary schools and one secondary school. Goal prioritization, needs prioritization, and a system for addressing identified needs during a school year by building and by classroom are a part of this model. (Author)

ED 121 849 TM 005 281

DeVito, Pasquale J.

The Rhode Island Compensatory Education Evaluation System.

Pub Date Apr 76

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Achievement Tests, *Compensatory Education Programs, *Data Collection, *Program Effectiveness, *Program Evaluation, Reading Programs, Research Problems, Standardized Tests, *State Programs, Statistical Analysis, Student Evaluation, Testing Problems
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Rhode Island

The purpose of this paper is to outline and explain the evaluation system used by the Rhode Island Department of Education to measure the

effectiveness of compensatory education programs. An exposition of how relevant background, program and financial information is collected is presented. In addition, a delineation is made of the methods variables that distinguish successful from unsuccessful programs. All results are for fiscal year 1974-75 projects. (Author)

ED 121 850 TM 005 282

Halperin, Silas

Design of Monte Carlo Studies.

Pub Date [Apr 76]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computer Programs, Hypothesis Testing, Research Methodology, *Simulation, *Statistical Analysis, Tests of Significance
Identifiers—*Monte Carlo Methods

There are good reasons for the growing popularity of Monte Carlo procedures; but with increasing use comes increasing misuse. A variety of exact and approximate alternatives should be considered before one chooses to approach a problem with Monte Carlo methods. Once it has been decided that simulation is desirable, consideration should be given to making the study as efficient and general as possible. A simpler model or a canonical form can often make results more general while at the same time reducing the cost of the study. (Author)

ED 121 851 TM 005 283

Lambert, Roger H. And Others

1975 Wisconsin Senior Survey.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison; Wisconsin State Higher Educational Aids Board, Madison; Wisconsin State Univ. System, Madison.

Pub Date [Apr 76]

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Counseling Programs, Data Bases, *Educational Interest, *Educational Planning, Occupational Aspiration, Occupational Choice, Participant Satisfaction, Post Secondary Education, Private Schools, Public Schools, Questionnaires, Secondary Education, *Seniors, *State Surveys, Statewide Planning, Statistical Analysis, Student Needs, Vocational Maturity
Identifiers—*Wisconsin Senior Survey

More than 77 percent, or 56,764 of the 73,000 seniors in 96 percent of all Wisconsin schools participated in the 1975 Wisconsin Senior Survey. Designed to provide information for educational planning and employment counseling and to establish a base for follow-up, the survey yielded information related to post-graduation plans and aspirations for work and education. Data were summarized according to several educational levels and by the entire state. The instrument brought together concerns of five state agencies and has potential for application and adaptation in other states. Findings suggest that the instrument helped students think about themselves and their future plans. The survey instrument is included. (Author/RC)

ED 121 852 TM 005 284

Cone, Richard

Educational Implications of Criterion-Referenced Tests.

Pub Date Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, Calif., April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Equivalency Tests, History, Program Evaluation, *Test Construction, *Testing Problems, Test Validity
Identifiers—*Domain Specifications (Tests)

The educational implications of criterion-referenced tests are demonstrated. It is the

hypothesis of the author that criterion-referenced tests have little educational impact unless carefully constructed around rigorous domain specifications. The paper details the process and problems of construction of a series of history tests presently being created under government contract. In addition, data is presented showing the effect of criterion-referenced tests on learners in classes being offered military personnel in Germany. It is anticipated that students will do significantly better in classrooms where the teacher uses domain specifications. (Author/RC)

ED 121 853 TM 005 287

The Issues in the Measurement of Bilingual Language Dominance.

Pub Date Apr 76

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bilingualism, Individual Tests, *Language Proficiency, *Language Tests, *Mexican Americans, *Preschool Children, *Preschool Education, Rating Scales, Scoring, Screening Tests, Spanish Speaking, Student Placement, Test Reliability, Test Validity

Identifiers—*Language Dominance

This paper deals with measurement of language dominance at the early-childhood level using a rating scale to help bilingual programs with student classification and placement. Some of the assumptions unique in the measurement of language dominance are discussed and applied to the validation procedure on a Spanish/English language dominance scale which is under drastic revision. The instrument was developed for children whose home language may be Spanish, and is designed to be individually administered by a bilingual tester. Part 1 is administered in Spanish and Part 2 in English. The screening discriminates among children in three categories; those preferring English, those preferring Spanish, and bilingual children. The instrument was given to 30 four-year-old Mexican-American children attending three day care centers in the summer of 1974. Teachers' judgments and test results were compared to determine validity, resulting in a coefficient of .86. The test-retest and the rater's reliability coefficients were quite high, which may indicate that the test manual was clearly written, the categories were well defined, and the children performed consistently on this variable. It may be concluded that this is a reliable instrument for four-year-old Mexican-American children at the testing site. (RC)

ED 121 854 TM 005 288

Soar, Robert S. Soar, Ruth M.

An Attempt to Identify Measures of Teacher Effectiveness from Four Studies.

Pub Date [Apr 76]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Achievement Gains, Classroom Observation Techniques, *Classroom Research, *Comparative Analysis, *Effective Teaching, Elementary Education, Elementary School Students, Predictor Variables, Research Methodology, Socioeconomic Status, Student Characteristics, Student Teacher Relationship, *Teacher Behavior, Teaching Styles

Research on the relation between teacher behavior and pupil change has been an active field of inquiry for a number of years but the degree of agreement of results across various studies is not high. This paper is an examination of four studies seeking parallel bits of results which may be of use to classroom teachers. Research methodologies were parallel in that (a) pupil cognitive and noncognitive measures of classroom mean regressed gain from fall to spring were the dependent measures; (b) factor scores from two to four observation instruments were used as independent measures; and (c) nonlinear relations were tested in all studies, interactions in two. The greatest pupil gain was associated with (1) intermediate amounts of teacher control, the particular amount varying with task complexity; and (2) smaller amounts of work at high cognitive levels. Pupil socioeconomic status, more often than variables, interacted with classroom process. (RC)

ED 121 855

Merwin, Jack C.

NCME Debate—Resolved: That Measurement Issues in Competency-Based Educational Programs Are Not Different From Those in Other Kinds of Testing.

Pub Date [Apr 76]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, *Comparative Analysis, *Conventional Instruction, Criterion Referenced Tests, *Measurement, *Performance Based Education, Student Testing, Test Construction

The proposition, "That measurement issues in competency-based educational programs (CBE) are not different from those in other kinds of testing (NCBE)" must be declared false. (1) Measurement in CBE focuses on the present while NCBE measurement focuses on information needed for future planning. (2) CBE measurement starts with definitive statements of behavior repertoires at various levels of strata and sub-strata of specificity. NCBE measurement starts with the need to identify aspects of current behavior predictive of the impact of educational experiences. (3) What the student is asked to do on a test in CBE is defined by behavioral objectives. In NCBE surrogate measures, highly correlated with behaviors taught for can be used to gain efficiency in measurement. (4) Adequacy of sampling of a specified behavior domain is the critical criterion for a test used in CBE. The value of a test in identifying differential impact of educational environments is a critical criterion for NCBE measures. (5) CBE measurements are used to make a two-way classification with accuracy—competent or not competent as defined by a stated standard regarding a specified behavioral repertoire. NCBE measurement normally calls for reliable identification of multiple levels of individual differences that are related to decisions that must be made. (RC)

ED 121 856

Edson, C. H.

Why Scholastic Aptitude Test Scores Are Falling.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date Feb 76

Note—40p.

Available from—Center for Educational Policy and Management, University of Oregon, 1472 Kincaid, Eugene, Oregon 97401 (\$2.50)
Journal Cit—OSSC Bulletin; v19 n6 p1-35 Feb 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Entrance Examinations, Educational Quality, Educational Trends, Family Structure, *High School Students, *Low Achievement Factors, *Scores, Social Change, Student Characteristics, Test Bias, *Testing Problems, Test Interpretation, Test Validity

Identifiers—Scholastic Aptitude Test, *Test Score Decline

The average scores of high school students on the Scholastic Aptitude Test (SAT) have been dropping for the past twelve years. From 1974 to 1975, average scores dropped ten points on the verbal section and eight points on the mathematics section. These dramatic declines, the largest ever reported by the College Entrance Examination Board, have become the focus of considerable national attention and concern. Explanation of declining SAT scores generally fall into two broad categories: (1) those that focus on the student taking the test—their society, their family training, and their schooling; and (2) those that focus on the tests themselves—how they are constructed, evaluated, and interpreted. Since these two explanatory approaches to the score decline are seldom examined together, the conclusions they yield often result in confusing and contradictory policy proposals aimed at reversing the trend. This paper is a critical examination and assessment of each explanatory category and its implication for educational policy. (RC)

ED 121 857

Walder, Leopold O. And Others

Recycling the Community School ESEA Title III Evaluation.

Behavior Service Consultants, Inc., Greenbelt, Md.

TM 005 289

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Aug 75

Note—93p.; Not available in hard copy due to marginal legibility of original document; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Observation Techniques, Community Involvement, *Community Schools, Criterion Referenced Tests, Curriculum Development, Diagnostic Teaching, Elementary Education, *Elementary Schools, Individualized Instruction, Interviews, Mathematics Curriculum, Parent Participation, Physical Facilities, *Program Evaluation, Questionnaires, Science Curriculum, Student Testing, Test Results, Upper Class, Urban Schools

Identifiers—*Alexander Shepherd Elementary School, District of Columbia, Elementary Secondary Education Act Title III, ESEA Title III

An evaluation of the "Recycling the Community School" program at Alexander Shepherd Elementary School in Washington, D.C. was conducted. The program's major objectives were: (1) initiation of the development of a multi-modal curriculum that focuses on raising of achievement of 80 percent of students in the essential skills as measured by a criterion-referenced test; (2) examination of the existing physical facility, and development of a design, through seminars and simulated learning environments, for recycling the physical facility; (3) to insure that 50 percent of the school personnel will be in the process of using diagnostic and prescriptive techniques; and (4) to modify the school's organizational structure to maximize parent and community involvement. Review of documents, formal and informal interviews, questionnaires, and direct observations were the main methods used to assess the correspondence between the objectives of the project cycles and its accomplishments. The findings derived from the analysis of the data point to a program that shows progress but is behind schedule in the achievement of some of its objectives. The primary reason for this seems to be delays encountered in the hiring of key personnel. The results of analyses of the data, conclusions, and recommendations to continue some of the practices while modifying others are provided in this final evaluation report. (RC)

ED 121 858

Mushkin, Selma J. Billings, Bradley B.

Types of Outcome Measurements: A Guide to Educational Outcome Measurement and Their Uses. Seminar No. 1.

Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 75

Note—33p.; For related documents, see TM 005 296-300

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Cost Effectiveness, Daily Living Skills, *Educational Assessment, Educational Finance, Educational Planning, Educational Policy, Educational Resources, Evaluation Criteria, Evaluation Methods, *Guides, Individual Development, *Measurement, Program Evaluation, Resource Allocations, Seminars, Social Development

Identifiers—*Educational Outcomes

This guide is essentially designed as a teaching aid for those who would inform planners, officials of educational ministries, school administrators, principals, and teachers about educational outcome measurements. In outline and graphic form, the guide presents topics for discussion in a seminar dealing with types of outcome measurements. An outline is presented and is intended as a preliminary "lesson plan." A discussion leader, selected by the group, will select materials appropriate for his or her group, adding and illustrating materials that are of particular interest to his or her country's (or region's) educational system. Steps required to use the seminar format are listed. At the end of the seminar those participating should: (1) Understand that educational outcomes sought are a function of the school, educational system, and national educational policies; (2) Understand that educational

outcomes are multidimensional having short range, intermediate, and intergenerational effects, and be able to identify such different outcomes; (3) Be able to compare the hypothetical structure of outcome measurements with measures now in use in the school, region, or country; and (4) Understand how outcomes fit into the overall educational planning system. (RC)

ED 121 859 TM 005 296
Mushkin, Selma J. Billings, Bradley B.

Uses of Outcome Measurements: A Guide to Educational Outcome Measurements and Their Uses. Seminar No. 2.

Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 75

Note—36p.; For related documents, see TM 005 295 and 297-300

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Cost Effectiveness, *Educational Assessment, Educational Finance, Educational Objectives, Educational Planning, Educational Policy, Educational Resources, Evaluation Criteria, *Guides, Management by Objectives, *Measurement, Program Effectiveness, Program Evaluation, Resource Allocations, Seminars

Identifiers—*Educational Outcomes

This guide is essentially designed as a teaching aid for those who would inform planners, officials of educational ministries, school administrators, principals, and teachers about educational outcome measurements. In outline and graphic form, the guide presents topics for discussion in a seminar dealing with uses of outcome measurements. An outline is presented and is intended as a preliminary "lesson plan." A discussion leader, selected by the group, will select material appropriate for his or her group, adding and illustrating materials that are of particular interest to his or her country's (or region's) educational system. Steps required to use the seminar format are listed. At the end of the seminar those participating should: (1) Understand that outcome measurements have many policy applications; (2) Be able to identify the ways in which outcome measurements are used to carry out the several policy and management purposes; (3) Understand the limitations of outcome measurements now in use; and (4) Be able to identify and apply those outcome measurements that are especially relevant to the participants' work. (RC)

ED 121 860 TM 005 297
Mushkin, Selma J. Billings, Bradley B.

Generating Outcome Measurements: Achievement and Attitudes. A Guide to Educational Outcome Measurements and Their Uses. Seminar No. 3.

Centro Multinacional de Investigación Educativa, San Jose (Costa Rica); Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 75

Note—35p.; For related documents, see TM 005 295, 296 and 298-300

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Affective Tests, Comparative Education, *Educational Assessment, Educational Planning, *Guides, *Measurement, *Measurement Techniques, National Surveys, Program Development, Seminars, Standardized Tests, Student Attitudes, Student Evaluation, Student Testing, Test Construction, Testing Problems, *Testing Programs

Identifiers—*Educational Outcomes

This guide is essentially designed as a teaching aid for those who would inform planners, officials of educational ministries, school administrators, principals, and teachers about educational outcome measurements. In outline and graphic form, the guide presents topics for discussion in a seminar dealing with how to obtain information on educational achievements and attitudes as outcomes. An outline is presented and is intended as a preliminary "lesson plan." A discussion leader, selected by the group, will select materials appropriate for his or her group, adding and illustrating materials that are of particular interest to his or her country's (or region's) educational system. Steps required to use the seminar format

are listed. At the end of the seminar those participating should: (1) Understand that specific choices have to be made about selecting proxies or indicators of several types of outcome measures that come as close as is feasible to capturing the defined purposes and providing a reasonably accurate and valid count; (2) Understand what some of the major classes of choices about outcome measurement are in terms of counting knowledge, skill, and attitudes; (3) Be familiar with general approaches to obtaining the information required; and (4) Be able to enumerate the major arguments in favor of or opposed to major options in obtaining the information required. (RC)

ED 121 861 TM 005 298
Mushkin, Selma J. Billings, Bradley B.

Generating Outcome Measurements: Economic and Societal. A Guide to Educational Outcome Measurements and Their Uses. Seminar No. 4.

Centro Multinacional de Investigación Educativa, San Jose (Costa Rica); Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 75

Note—47p.; For related documents, see TM 005 295-297 and 299-300

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Affective Tests, Data Collection, *Developing Nations, Economic Factors, *Educational Assessment, Educational Equality, Employment, *Guides, Income, *Measurement, *Measurement Techniques, Motivation, Political Socialization, Productivity, Seminars, Social Change, Social Factors

Identifiers—*Educational Outcomes, Modernization

This guide is essentially designed as a teaching aid for those who would inform planners, officials of educational ministries, school administrators, principals, and teachers about educational outcome measurements. In outline and graphic form, the guide presents topics for discussion in a seminar dealing with generating outcome measurements: economic and societal. An outline is presented and is intended as a preliminary "lesson plan." A discussion leader, selected by the group, will select materials appropriate for his or her group, adding and illustrating materials that are of particular interest to his or her country's (or region's) educational system. Steps required to use the seminar format are listed. At the end of the seminar those participating should: (1) Understand the kinds of choices to be made about selecting measures of economic and social effects of education in relation to the objectives of the project or program and the data implications of those choices; (2) Be familiar with the concepts underlying the several economic measurements and related motivational factors; and (3) Have some knowledge of the possible methods of collecting data required for the measurements or of using existing informational sources. (RC)

ED 121 862 TM 005 299
Glaser, Ezra

Applying Outcome Measurements: A Guide to Educational Outcome Measurements and Their Uses. Seminar No. 5.

Centro Multinacional de Investigación Educativa, San Jose (Costa Rica); Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 75

Note—52p.; For related documents, see TM 005 295-298 and 300

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Budgets, Comparative Analysis, Correlation, Cost Effectiveness, Data Analysis, *Data Collection, *Educational Assessment, *Guides, Information Utilization, Management by Objectives, *Measurement, Measurement Techniques, Program Evaluation, Research Methodology, Research Problems, Seminars, *Statistical Analysis, Test Interpretation

Identifiers—*Educational Outcomes

This guide is essentially designed as a teaching aid for those who would inform planners, officials of educational ministries, school administrators, principals, and teachers about educational outcome measurements. In outline and graphic form,

the guide presents topics for discussion in a seminar dealing with the application of outcome measurements. An outline is presented and is intended as a preliminary "lesson plan." A discussion leader, selected by the group, will select materials appropriate for his or her group, adding and illustrating materials that are of particular interest to his or her country's (or region's) educational system. Steps required to use the seminar format are listed. At the end of the seminar, those participating should: (1) Understand the potential usefulness of statistical science to the program administrator, for analysis of program outcomes; (2) Be aware of the problems that statisticians can deal with, and skills that they make available; (3) Understand what the administrator must do in order to enhance the services of statisticians; (4) Be prepared to engage the services of statisticians in the furtherance of their own programs and objectives; (5) Be better prepared to critically review reports which rely on statistical analysis and interpretation; (6) Understand the potential of augmenting their own technical skills in statistical methodology; and (7) Be sensitive to difficulties inherent in the collection, analysis, and interpretation of quantitative data, and be aware of the rationale of the technical methods of dealing with them. (RC)

ED 121 863 TM 005 300
Mushkin, Selma J. Billings, Bradley B.

Feedback Consequences and Steps Toward Implementation: A Guide to Educational Outcome Measurements and Their Uses. Seminar No. 6.

Centro Multinacional de Investigación Educativa, San Jose (Costa Rica); Georgetown Univ., Washington, D.C. Public Services Lab.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 75

Note—30p.; For related documents, see TM 005 295-299

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Administration, *Educational Assessment, Educational Policy, Family Involvement, *Feedback, *Guides, *Measurement, Program Development, Program Evaluation, Seminars, Teacher Education, Teaching Techniques

Identifiers—*Educational Outcomes

This guide is essentially designed as a teaching aid for those who would inform planners, officials of educational ministries, school administrators, principals, and teachers about educational outcome measurements. In outline and graphic form, the guide presents topics for discussion in a seminar dealing with feedback consequences and steps toward implementation. An outline is presented and is intended as a preliminary "lesson plan." A discussion leader, selected by the group, will select materials appropriate for his or her group, adding and illustrating materials that are of particular interest to his or her country's (or region's) educational system. Steps required to use the seminar format are listed. At the end of the seminar those participating should: (1) Understand that the use of output measures may lead to a change in educational outputs as well as in the system itself; (2) Understand implications of implementing and using measurements for teachers and administrators; (3) Have a better grasp of the interactions of educational outcomes with school systems, students, and families; and (4) Understand methods of implementing outcome measures. (RC)

UD

ED 121 864 UD 015 587
HDP [Human Development Program] Supplementary Idea Guide.

Human Development Training Inst., San Diego, Calif.

Pub Date 72

Note—64p.

Available from—Human Development and Training Institute, 7574 University Avenue, La Mesa, California 92041 (\$7.95)

Document Not Available from EDRS

Descriptors—Curriculum Development, *Elementary Education, *Group Discussion, *Human Development, Individual Power, Instructional Materials, Interpersonal Competence,

*Manuals, Mental Health, *Sensitivity Training, Small Group Instruction, Social Relations, Student Attitudes, Student Teacher Relationship, Teaching Techniques
 Identifiers—Institute for Personal Effectiveness in Children

Over the years that the Institute for Personal Effectiveness in Children has been conducting teacher training workshops in the Human Development Program (HDP), demand has steadily increased for ready reference materials that speak to the issues of implementing the HDP. This manual has been developed to speak specifically to these issues and to act as a supplement to the first half of the HDP Theory manual. HDP is a curricular approach to preventive mental health. It uses daily experiences in a small, semi-structured group to facilitate social and emotional growth in children. Specifically, HDP is geared to help create: (1) awareness; the aware child knows what he thinks, what he feels, and how he acts; sitting in a group of 10 or 12 of his classmates for 20 minutes a day, and with his teacher as a supportive listener and group facilitator, he responds to cues to express his feelings, thoughts, and behaviors; (2) mastery; the child who is developing mastery is also developing independence, and a sense of his own autonomy; circle sessions with peers help him get in touch with these elements when they are cued to appropriate subjects; and, (3) social interaction; building on skills of awareness and mastery, the social interaction portion of the program helps youngsters discover what works and what does not work with people. (Author/JM)

ED 121 865 UD 015 779

School Desegregation and Cultural Pluralism: Perspectives on Progress. Selected Presentations of the 1974-75 STRIDE Workshops.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
 Pub Date Jun 75

Contract—OEC-9-74-005

Note—92p.; Selected Papers presented at Regional Conferences held by STRIDE (Arizona, California, and Nevada, 1974-75)

Available from—STRIDE, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (Free)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—American Indians, Chinese Americans, Community Involvement, *Conflict Resolution, *Cultural Pluralism, Educational Needs, *Individual Power, Mexican Americans, *Minority Groups, Negro Role, Parent Participation, *School Integration, School Role, Textbook Bias

Identifiers—Service Training Research
 Desegregated Education, *STRIDE Program
 The STRIDE (Service, Training, and Research in Desegregated Education) program, designed to assist school districts in the process of desegregation, was established by the U.S. Office of Education under Title IV of the 1964 Civil Rights Act. During 1974-75, a series of regional conferences was held in Arizona, California, and Nevada. Topics of critical importance were presented, discussed, and evaluated in a number of conferences entitled: Workshop on Community Relations; Cultural Pluralism: A Solution for the Seventies; Content Analysis of Print Materials for Multicultural Suitability; and Administrative Strategies for Pluralistic Education. Nine of the papers presented at the regional conferences are included in this book: perspectives on the developing concept of pluralism in education; the role of educational institutions in promoting cultural pluralism; various stages in the transition from segregation to cultural pluralism; four papers addressing the concerns of ethnic groups in terms of pluralistic education; views on the educational implications of locus of control; and practical ways of working through conflicts by use of a mutually agreed on conflict resolution model. (Author/JM)

ED 121 866 UD 015 780

Responding to Racism and Sexism: New Values Challenge Old Assumptions; Children's Books as a Liberating Force.

Council on Interracial Books for Children, Inc., New York, N.Y.
 Pub Date 76
 Note—24p.

Available from—Council on Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 (\$1.00)

Journal Cit—Interracial Books for Children Bulletin; v7 n1 p1-22 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Changing Attitudes, Economic Disadvantage, Educational Needs, *Individual Development, Multicultural Textbooks, Negro Students, Puerto Ricans, Racial Attitudes, Racism, Self Concept, Sex Discrimination, Social Attitudes, *Social Values, *Textbook Bias

The two feature articles of this issue were keynote addresses delivered at the November 21-22, 1975 conference which the Council on Interracial Books for Children cosponsored with the General Assistance Center of Teachers College, Columbia University. The opening day's keynote address raises a number of issues that have vital implications for parents, educators, and publishers: text books in the U.S. often assault children rather than educate them; the recent publicity given to the Shockleys and the Jensens is another assault on black children; and the political aspects of the social sciences and the politics involved serve to maintain certain aspects of our society's value system. The second day's keynote address discussed a survey by the Council on Interracial Books for Children of 100 books on Puerto Rican themes, noting that the prevailing trends found were those of cultural stereotyping and historical misrepresentation. The topic of the address was "Responding to Racism and Sexism: Children's Books as a Liberating Force." (Author/JM)

ED 121 867 UD 015 811

Yokelson, Doris, Ed.

Collected Papers on Poverty Issues. Volume 1: American Poverty Problems and Policies.

Hudson Inst., Croton-on-Hudson, N.Y.
 Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—HI-2277-RR

Pub Date Jun 75

Note—378p.; For Volumes 2 (Parts 1 and 2)-4, see UD 015 812-815

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—American Culture, *American Studies, *Anthologies, Cultural Awareness, Economically Disadvantaged, *Economic Factors, Income, Individual Needs, Low Income Groups, Metropolitan Areas, Policy Formation, *Poverty Research, *Public Policy, Revenue Sharing, Social Attitudes, Social Services, Tax Allocation, Tax Rates, Welfare Services
 Identifiers—Social Security

This four-volume anthology is comprised of numerous drafts, papers, and reports written by professional staff and consultants of the Hudson Institute. The many chapters are not considered to offer any solutions but to have raised many problems, sorted out and elucidated issues, often in new ways, and suggested recommendations. The present collection, Volume 1, addresses: American poverty problems and policies of the past, present, and future; the philosophical and historical perceptions of poverty, income, and income redistribution; the measurement and reduction of poverty; and, the workability of some income redistribution programs. Listings under the section on problems include theoretical, historical, and pragmatic considerations, with the section on perceptions and policies including topics such as welfare, poverty standards, metropolitan variations in poverty incidence, and definitions, change, continuity, and the future in the measurement and reduction of poverty. Income tax and income redistribution topics include the meaning of the income tax, federal income distribution policy in the 1970's, the "negative income tax", social security expenditures, and general revenue sharing and the administration of federal grants-in-aid. (Author/AM)

ED 121 868 UD 015 812

Yokelson, Doris, Ed.

Collected Papers on Poverty Issues. Volume 2: Aspects of Low Income in America. Part 1.

Hudson Inst., Croton-on-Hudson, N.Y.
 Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—HI-2277-RR

Pub Date Jun 75

Note—398p.; For Volume 1 and Volumes 2 (Part 2)-4, see UD 015 811-815; For full abstract, see UD 015 811

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage
 Descriptors—American Studies, *Anthologies, Community Health Services, Crime, Ecological Factors, *Economically Disadvantaged, Economic Factors, Federal Aid, Federal Programs, Health Needs, Health Services, Housing Opportunities, *Low Income Groups, Low Rent Housing, *Poverty Research, Public Policy

Part 1 of the second volume in a four volume collection, this document includes sections on housing, health, crime, and energy and focuses on such topics as: federal policies for low income housing; the future supply of housing; nonaffluent behavior and attitudes related to health and well being; costs, coverage, and issues in Medicaid; the neighborhood health center; crime and poverty; the rising cost of energy; and the effects of the energy crisis on the poor. (Author/AM)

ED 121 869 UD 015 813

Yokelson, Doris, Ed.

Collected Papers on Poverty Issues. Volume 2: Aspects of Low Income in America. Part 2.

Hudson Inst., Croton-on-Hudson, N.Y.
 Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—HI-2277-RR

Pub Date Jun 75

Note—372p.; For Volume 1 and Volumes 2 (Part 1)-4, see UD 015 811-815; For full abstract, see UD 015 811

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—American Culture, American Studies, *Anthologies, *Economically Disadvantaged, *Economic Factors, Federal Aid, Federal Programs, Income, Labor Force, Labor Market, Labor Turnover, *Low Income Groups, *Poverty Research, Public Policy, Working Women

Identifiers—Rural Development Insurance Fund

Part 2 of the second volume in a four volume collection, this document addresses income and employment, food stamps, economic development programs, and the work force. Listings included here are theories of unemployment; the food stamp program; the use of Economic Development Programs as antipoverty measures; the Rural Development Insurance Fund; age and sex distribution of the U.S. work force 1900-1970; a profile of the work force and its environment; and women in the work force. (Author/AM)

ED 121 870 UD 015 814

Yokelson, Doris, Ed.

Collected Papers on Poverty Issues. Volume 3: Public Attitude Toward Poverty and the Characteristics of the Poor and the Near Poor.

Hudson Inst., Croton-on-Hudson, N.Y.
 Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—HI-2277-RR

Pub Date Jun 75

Note—275p.; For Volumes 1, 2, and 4, see UD 015 811-815; For full abstract, see UD 015 811

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—American Culture, *American Studies, *Anthologies, Class Attitudes, Crime, *Economically Disadvantaged, Federal Aid, Federal Programs, Income, *Low Income Groups, Majority Attitudes, Moral Issues, National Programs, Political Affiliation, Political Issues, *Poverty Research, Program Attitudes, Public Policy, Social Attitudes, Social Factors, War

Volume 3 of a four volume collection, this document addresses the extent and the depth of public support in America for domestic social welfare programs and the social, moral, and economic attitudes of the poor and near poor. Specifically, three major sections focus on: the national morale and support for domestic reform; attitudes toward welfare, poverty, and government programs; and attitudes of the poor and near poor. Problems considered in the attitudes toward welfare, are war, inflation, and crime, while issues addressed in the attitudes of the poor and near poor include political views (liberal/conservative), confidence in leaders of key U.S. institutions, anomie, happiness and satisfaction, work, financial situation, social issues, and sexual morality. Two appendices containing the NORC General Social Surveys, 1973-1974 and public

opinion data sources and collection are included. (Author/AM)

ED 121 871 **UD 015 815**

Yokelson, Doris, Ed. Karsten, Peter, Ed. *Collected Papers on Poverty Issues. Volume 4: International Poverty and Social Welfare Policies: A Study of Seven Counties.*

Hudson Inst., Croton-on-Hudson, N.Y.
Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—HI-2277-RR

Pub Date Jun 75

Note—303p.; For Volumes 1-3, see UD 015 811-814; For full abstract, see UD 015 811

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—*Anthologies, *Economically Disadvantaged, Economic Factors, Federal Aid, Federal Programs, *Foreign Countries, Government Role, Income, *International Programs, Low Income Groups, Minority Groups, National Programs, Policy Formation, *Poverty Research, Public Policy, Social Services, Unemployment

Identifiers—Canada, France, Germany, Great Britain, Japan, Netherlands, Sweden

The final and fourth volume in a collection of papers on poverty issues, this document deals with studies of poverty and social welfare programs in five Western European countries, Canada, and Japan. Eight sections constitute the document: some cross-national characteristics of poverty; poverty and antipoverty in Britain (characteristics of poverty, government policies and programs); poverty in Canada (characteristics of poverty, government policies and programs, the future); social insurance programs in Germany (overview, social budget, financing, programs, foreign workers, poverty); social welfare in France (social security, legal minimum wage, unemployment and employment policy, old age insurance, pensions, family allowances, medical allowances); Japan (pension insurance programs, family allowance, children, aged, education, housing, and others); social welfare program of the Netherlands (unemployment, wage differences, social insurance, sheltered workshops, and others); and social welfare programs in Sweden (social welfare budget, social insurance programs, health, social assistance, and others). (Author/AM)

ED 121 872 **UD 015 923**

Nance, Elizabeth. *And Others*
A Community of People: A Multi-Ethnic Bibliography.

Portland Public Schools, Oreg.

Pub Date 74

Note—135p.; Available only in microfiche due to the print size of the original document

Available from—Educational Media Department, Portland Public Schools, 631 Northeast Clackamas Street, Portland Oregon 97208 (Price not known)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, *Annotated Bibliographies, Asian Americans, *Audiovisual Aids, Biographies, Cultural Background, *Elementary Secondary Education, *Ethnic Groups, Instructional Materials, Jews, Literature Guides, *Multicultural Textbooks, Negroes, Puerto Ricans, Reading Materials

This annotated bibliography was compiled by personnel of the Educational Media Department, Portland Public Schools, with the consultation of the students of Elliott School. Eight minority groups are focused on: Afro-American, Asian-American, Jewish-American, Native-American, Puerto Rican-American, and multiracial. Materials cited in each section comprise books and other publications, films, phonograph records, and other audiovisual aids. Each of the eight sections is organized into 11 parts, focusing either on a topic dealt with by books and other publications, or on an audiovisual aid medium. The topics covered by these parts include: Heritage, Collective Biography, Individual Biography, Poetry, Short Stories, Essays, Folklore, Fiction, Easy Fiction, Teachers Background Reading, 16mm films, and non-16mm audiovisuals. Information specified on each item selected for inclusion in this bibliography includes the following: author, title, publisher, copyright date, a brief annotation describing the contents of the item, suggested grade levels for which the item is appropriate, and other suggestions regarding the use of the item. (JM)

ED 121 873

Scott, Robert E. *And Others*
Urban School Decentralization. National Issues and Prospects for San Francisco.

San Francisco Center for Public Education, Calif.
Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date [74]

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Organization, Boards of Education, Community Control, Community Involvement, *Decentralization, Educational Administration, Educational Policy, *Governance, Policy Formation, *Political Issues, School Administration, School District Autonomy, *School Districts, *Urban Education

Identifiers—California (San Francisco)

This discussion is organized into four sections. In an introductory section, it is pointed out that the word "decentralization" appears to have many meanings. There is a need to clarify definitions, and to examine decentralization in a practical, working context. In Part 1, "Background and Issues", some of the major issues involved in decentralization are outlined, and the way this concept grew in popularity with the history of urban unrest during the 1960's is shown. In Part 2, the decentralization experiments of six major urban school districts—Saint Louis, Missouri; Los Angeles, California; Washington, D.C.; Detroit, Michigan; New York City; and Louisville, Kentucky—are discussed in detail. In Part 3, "Decentralization in San Francisco", the history of attempts to decentralize the San Francisco Unified School District is reviewed, and some of the factors supporting or preventing decentralization in San Francisco are analyzed. An overall summary of interviews with community representatives and members of the Board of Education involved in voting on proposals to formally decentralize the school district is given. Also included are sources of information on and brief descriptions of decentralization structures in five cities not discussed in the text. (Author/JM)

ED 121 874

Moench, Laurel

The Effectiveness of an Individually-Organized Computer-Managed Program (PLAN) with Educationally Disadvantaged Students in Middle Elementary Grade Mathematics.

Pub Date Jan 75

Note—165p.; Ph.D. Dissertation, National College and Graduate School

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Computer Assisted Instruction, Conventional Instruction, Curriculum Development, *Educationally Disadvantaged, *Elementary School Students, Grade 4, Grade 5, Grade 6, *Individualized Instruction, Intelligence Differences, Mathematics Instruction, *Program Evaluation, Student Characteristics, Urban Education

Identifiers—Illinois

The Program for Learning in Accordance with Needs (PLAN) is characterized by a completely individualized pattern of organization. It employs multiple textbooks and materials which cross grade level lines, subject matter area lines, and teacher-pupil lines. It places particular emphasis on a high concentration of modern mathematics content. The computer performs four major managerial functions, i.e., test scoring, diagnosis, prescribing, and reporting. Traditional or non-PLAN schools follow a class-as-a-whole or team teaching arrangement in which a single text book series is followed according to prescribed grade level lines with standardized concentration on modern mathematics content. Performance differences between PLAN and nonPLAN middle elementary grade mathematics students were analyzed on the basis of results obtained in the Otis Lennon Intelligence Test and the Metropolitan 1970 Standard Achievement Test, Intermediate Battery. The sample was drawn from a single district of a highly mobile, educationally disadvantaged population in a northern Illinois city during the 1972-73 school year. Overall, the non-PLAN schools did as well as or better than the PLAN schools. This may have been due to the high percentages of minority students, high percentages of low IQ students, and high student mobility in PLAN schools. (Author/JM)

UD 015 924

ED 121 875

Special Student Concerns Project. Summary No. 1 of Phase I.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Technical Assistance.
Pub Date [75]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Attendance Patterns, Corporal Punishment, Discipline Policy, Dropout Identification, *Expulsion, Field Interviews, *Minority Group Children, Public Schools, School Policy, School Systems, *State Surveys, Statistical Data, Student Enrollment, *Suspension

Identifiers—*Louisiana

Louisiana received funds under Title VII of the Emergency School Aid Act to conduct a 23 month Special Students Concerns Project, aimed at eliminating the disproportionately high incidence of suspension, expulsions, and other disciplinary action involving minority group students in public schools. As proposed, the first six to eight months of the project (Phase I) were characterized by research and data gathering. This document is the first in a series of four analytical reports relating to Phase I activities of the project, and concentrates specifically on identification of probable causes of suspensions and expulsions; student enrollment, absenteeism; and suspension and expulsion numbers and percentages statewide and in the 11 cooperating local education agencies. In addition to gathering the raw data which constitutes the major part of this report, interviews were held with students, teachers, counselors, principals, superintendents, professional staff personnel from local boards, and parents in the 11 participating systems. The purpose of these informal interviews was to gain more insight as to what each group perceived as the root causes of suspensions and expulsions. A questionnaire dealing with corporal punishment was also developed and given to parents, students, and administrators. (Author/JM)

ED 121 876

95

UD 015 927

Programs for the Disadvantaged in Texas. ESEA Title I, 1974-75. Annual Report.

Texas Education Agency, Austin. Div. of Evaluation.

Pub Date Nov 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annual Reports, *Compensatory Education Programs, *Educationally Disadvantaged, Federal Programs, Individual Instruction, Individual Needs, Instructional Staff, Minority Group Children, Personnel Data, Program Costs, *Program Descriptions, *Program Effectiveness, Reading Achievement, Student Needs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Texas

Fifteen tables present data on Texas Title I programs. Information provided includes basic statistics for 1965-75, Title I programs for 1974-75, participants in ESEA Title I funded programs by grade level, expenditures and participation in instructional activities, noninstructional support services, personnel salaries through Title I, statistical data regarding Title I district sample, reading and mathematics achievement data, participation of pupils in nonpublic schools in Title I funded activities, personnel in nonpublic schools salaried through Title I, expenditure of funds, participation in summer activities, expenditure of funds for summer programs, and a summary of Title I funds expended in 1974-75. Reading is noted as continuing to receive the most attention. All grade levels are reported to show a gain from pretest to posttest in reading achievement with more than 50 percent of the pupils gaining 1.0 or more months of instruction. The tenth year of programs for educationally disadvantaged children funded under Title I is said to have seen a continued decrease in the number of children served in the programs. Attempts are reported to have been made to focus programs on those pupils with the greatest educational disadvantage. Of the 9,328 teachers and aides providing instruction in direct contact with pupils, only slightly more than half are reported to have received special preparation for working with the disadvantaged. (Author/AM)

ED 121 877 UD 015 928
Osmond, Marie Withers Griggs, Charles M.
Family Linked Characteristics of Poverty.

Spons Agency—Florida State Univ., Tallahassee.
Inst. for Social Research; Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 25 Aug 75

Note—40p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Economically Disadvantaged, *Economic Disadvantage, Economic Factors, Family Background, *Family Characteristics, Family Income, Family Resources, *Family Structure, *Individual Characteristics, Low Income Groups, Marital Status, Money Management, *Poverty Research, Socioeconomic Status, Welfare Recipients

Questions raised by previous research on poverty, addressing the comparative trends in black and white family stability, and the cumulative nature of poverty linked characteristics are studied here. In addressing critical issues resulting from previous research, this study further elucidates the concepts of marital and family stability, uses the family system as the unit of analysis, uses within-group comparisons to supplement information on between group comparisons, examines correlates of stability and dependency independently, and investigates the interactive processes among major effectors. Results are organized around two topics: (1) an analysis of the interrelationship of three of the more critical indicators—family stability, marital stability, and family economic dependence—and (2) a comparative analysis of a number of predictor variables on four district criteria variables: family dependency in terms of adult earnings, family dependency in terms of gross income, average weeks per year worked by family head, and average weeks per year that family receives public assistance. Findings dramatize the fact that economic dependency is not a simple predictable outcome from what happens to one particular type of family due to some single family characteristic or event. (Author/AM)

ED 121 878 UD 015 929

Cox, Peter R., Ed. *And Others*

Equalities and Inequalities in Education: Proceedings of the Eleventh Annual Symposium of the Eugenics Society, London 1974.

Eugenics Society, London (England).

Pub Date 75

Note—144p.

Available from—Academic Press Inc., 111 Fifth Avenue, New York, New York 10003 (\$11.75, cloth)

Document Not Available from EDRS

Descriptors—Adult Education, Biological Influences, *Conference Reports, Educational Discrimination, *Educational Equality, Educational Opportunities, Educational Policy, *Educational Problems, Educational Research, *Equal Education, Higher Education, Organizations (Groups), Professional Education, *Symposia

Identifiers—*England (London)

The themes of this volume are equality and inequality in education. Given the doubling of students in higher education and the questioning directed to the traditional role, and the nature of higher educational institutions, this conference was designed to focus on education at all levels and on the preparation for the professions and public service. The contents are: biological inequality and education; the psychology of primary education; the practice of education at the primary stage; making adults more equal; the scope and limitations of public educational policy; the internal structure and organization of comprehensive education examinations in education; the Galton lecture 1974: the sociological dilemma of quality control and quantity surveying; international differences in higher education; student participation and higher education; aims of today in the education of the lawyer; the education of the professional and of the manager; and unsolved problems in medical education. Issues debated in previous symposia covering various sociobiological aspects of contemporary problems are noted to remain unresolved, and beliefs held earlier concerning the potential of education as a

tool of social engineering are stated to be regarded by some as native and contradicted by research evidence. (Author/AM)

ED 121 879 UD 015 930

Brown, Nina W.

Personality Characteristics of Black Adolescents.

Note—14p.; Tables 4 and 5 may not reproduce clearly due to marginal print quality of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adolescents, College Students, Comparative Analysis, Minority Groups, *Negro Youth, *Personality Assessment, Personality Studies, Personality Tests, *Poverty Programs, Rural Environment, *Self Concept, Self Esteem, Self Evaluation, Sex Differences, Summer Programs, Urban Environment, Work Experience Programs

Identifiers—Goughs Adjective Checklist, Hollands Vocational Preference Inventory

Four hundred and forty-six poor black urban and rural adolescents ages 15-18 enrolled in a summer poverty-work program are administered Gough's Adjective Checklist (ACL) and Holland's Vocational Preference Inventory (VPI) to determine their personality profile, to ascertain differences between this group and blacks attending colleges, and to study what implications for programming can be determined from VPI and ACL profiles. Significant sex differences are found on 12 of the 24 ACL scales, with black females tending to score higher on all differing scales. A factor analysis of ACL scores yields two significant factors: that of ego structure and characteristic approach to life. A comparison of the sample VPI scores with black college students scores indicate significant differences on most of the II VPI scales. Results indicate that the poor, black adolescent's perception of himself is one of self-depreciation. However, this does not mean that this population possesses a low self-concept since they may think they are worthwhile individuals but do not perceive themselves as competent or effective. The fact that they remain in school and actively seek work in the summer poverty program reinforces the hypothesis that they are trying to become effective and competent in their own lives according to society's dictates. (Author/AM)

ED 121 880 UD 015 931

Ehrlich, Howard J.

Selected Differences in the Life Chances of Black and White in the United States. Research Group One, Report No. 17.

Research Group One, Baltimore, Md.

Pub Date 74

Note—25p.; Not available in hard copy due to marginal print quality of original document

Available from—Research Group One, 2743 Maryland Avenue, Baltimore, Maryland 21218 (\$0.35, paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Caucasians, Comparative Analysis, Employment Patterns, Housing Patterns, Life Style, *Minority Groups, *National Demography, Negro Education, Negro Employment, Negroes, Negro History, *Racial Differences, Residential Patterns, Social Distribution, Social Science Research, Social Stratification, *Sociocultural Patterns, *Statistical Data, Tables (Data)

Identifiers—*United States

Tabular data presented in this report comprise: total and black population of the U.S. for every census period from 1790 to 1970, the 50 cities with the largest black population for 1970, an index of residential segregation for 1960, selected views of age and sex, life and death, the educational profile of white and black in 1970, family income for blacks and other minorities compared to whites from 1974-1970, sources of income for whites and blacks for 1972, percent of total national income received by each income tenth, the distribution of black Americans in the occupational structure for 1940-1970, the differences in 1960 and 1970 between the percentage of all workers in an occupation and the percentage of blacks in the occupation for 1960-1970, the annual unemployment rate for black and other minority for 1948-1971, the level of unemployment for persons 16 to 19 years old from 1955 to 1971, and racial differences on selected social indicators such as health, income, education, and occupation. Among the highlights are that dif-

ferences in health care available to blacks continue to result in higher death rates for them, that the black population has still not achieved the median level of a high school education, that discrepancies for black and white men are constant throughout the occupational structure, that the annual unemployment rate for black and other minorities has remained at about twice the rate of white unemployment since the end of World War II, and that the level of unemployment for persons 16-19 years old now includes one third of the black teenage population. (Author)

ED 121 881 95 UD 015 932**Working Together: Case Studies of Title I ESEA**

Programs in Four Desegregated School Districts.

Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—117p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01305, \$1.90, paper)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Case Studies, Change Agents, *Compensatory Education Programs, Failure Factors, *Federal Programs, Integration Effects, Integration Litigation, Integration Studies, Minority Group Children, Program Descriptions, Program Development, Program Improvement, Program Planning, Racial Integration, Rural School Systems, *School Districts, *School Integration, Success Factors, Urban Schools

Identifiers—Arkansas (Searcy), California (Berkeley), *Elementary Secondary Education Act Title I, ESEA Title I, Florida (Hillsborough County), North Carolina (Moore County)

Three districts that desegregated their schools by choice—Berkeley, California, Moore County North Carolina, and Searcy, Arkansas—as well as the Hillsborough County, Florida school district, desegregated under court order, are examined in this publication. All four studies examine the desegregation plans of each district as well as the compensatory education programs sponsored under ESEA Title I. As the local educational agencies desegregate, they have to modify or completely change their existing Title I programs. Sometimes the children receiving Title I services change, sometimes the district merely changes its way of delivering services. The case studies describe in detail the various methods each school district uses to revise its Title I compensatory education program after desegregation. The Berkeley school district is primarily urban with a large minority group population: Moore County and Searcy are rural school districts, and Hillsborough County is a combination of the urban population of Tampa and the populations in surrounding rural areas. Despite differences, all the districts encountered some problems and at least a moderate degree of success in meeting the challenges of integration. The experiences and ideas presented in the case studies suggest ways of making integration a success in other school districts and support the argument that there is no general decrease in Title I effectiveness when desegregation occurs. (Author/AM)

ED 121 882 UD 015 933**Bilingual Education in the United States.**

Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.

Pub Date 74

Note—34p.

Available from—IRES Institute, Rutgers University Graduate School of Education, New Brunswick, New Jersey (\$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Cultural Pluralism, *Educational Policy, *English (Second Language), Financial Support, Legal Aid, *Minority Group Children, Native Speakers, Non English Speaking, Puerto Ricans, *Second Language Learning

Identifiers—New Jersey, *United States

Bilingual education is defined here as instruction in two languages, one of which is English as a second language, and the other the native language of the pupils. Bilingual education is also noted to include a cultural component whereby students are taught about the history and culture of their own civilization as well as those of their

adopted country — the U.S. Among the topics discussed are: the status of bilingual education in the world; the need for bilingual education in the U.S.; the official status of bilingual education in the U.S. (financial aid and legal support); target audience of bilingual education in the U.S.; the aims of bilingual education; approaches to bilingual education (maintenance vs. transitional programs); instructional staff in bilingual education; bilingual instruction in subject matter other than language; format and content of lessons; the role of ESL in bilingual education; an example of a lesson integrating ESL with science in bilingual education; history and culture in bilingual education; teacher preparation (language, culture, history, and professional preparation); instructional materials; evaluation in bilingual education; and misinformation and problems in bilingual education (what bilingual education is not, unconscious factors that undermine bilingual education, and negative effects of bilingual education that are provided by federal funding). An appendix includes a socioeconomic profile of New Jersey's Puerto Ricans. (Author/AM)

ED 121 883 UD 015 934

Griffin, Gary A. Light, Luise

Nutrition Education Curricula: Relevance, Design and the Problem of Change. Educational Studies and Documents, New Series, Number 18.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—57p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (\$2.75)

Document Not Available from EDRS

Descriptors—Change Agents, *Change Strategies, *Curriculum Development, *Curriculum Planning, Developing Nations, Eating Habits, *Educational Change, Educational Planning, Educational Problems, Educational Programs, Educational Responsibility, Health Education, National Programs, *Nutrition, *Nutrition Instruction, Social Change, Social Organizations, Social Structure

Identifiers—Malnutrition

Five chapters address various issues in nutrition education curricula: national development, nutrition, and the role of education; roots of nutritional behavior and program planning; curriculum design and the planning process; problems and prospects of educational change; and community and educational support for school nutrition programs. Chapter 1 describes the nature and scope of nutrition problems in the world and the central role of education in working toward solutions which contribute to national development and world peace. Chapter 2 examines the origins of food habits and other behaviors which influence program planning and the nutritional status of individuals. An approach to planning school nutrition education programs which takes account of the specific causes of malnutrition in communities and available strategies for improvement is offered. Chapter 3 discusses curriculum design from three pedagogical points of view and suggests a planning process out of which designs might emerge. Chapter 4 focuses on persons in the school setting and on the school as a social organization and addresses the difficulties involved in changing educational institutions and programs which will effect the introduction of nutrition education in school programs. The focus of Chapter 5 is on relevant support considered vital to the institution of a new program of instruction in nutrition. (Author/AM)

ED 121 884 UD 015 935

Up to Grade Level: 1975 Evaluation Report, Title I in Alabama.

Alabama State Dept. of Education, Montgomery.

Pub Date 75

Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Advisory Committees, Case Studies, Community Involvement, *Compensatory Education Programs, Elementary Secondary Education, Family Involvement, *Federal Programs, Information Dissemination, Mathematics, Minority Group Children, Preschool Programs, Private Schools, *Program Effectiveness, *Program Evaluation, *Reading Ability, Reading Achievement, Reading Readiness, Test Results
Identifiers—Alabama (Montgomery), *Elementary Secondary Education Act Title I, ESEA Title I

Preschool, elementary, and secondary programs are evaluated in this report. Part 1 of the report consists of the following 1975 statistics: operation and services, dissemination, evaluation, a listing of major problem areas, the interrelationship of Title I with other federal programs, nonpublic schools, a general evaluation of the projects, changes in program approval, other Title I activities, teacher training, parent and community involvement, advisory councils, number of years participants were in the Title I programs prior to 1975, and a summary of Title I programs. Part 2 discusses the testing programs and shows results by subject and grade. Special reports and case studies are included in Part 3. As a result of changing methods of teaching, inservice training, etc., the average progress made is not as great as had been anticipated. Although the percentage of students making over one year's progress increased, the number making progress above the baseline of seven years progress remains the same. Of the 71,902 students in the reading program for nine months in grades 1-12 who took pre- and posttests, 28.61 percent show more than 1.5 years of gain, 52.04 percent more than 1.5 years of gain, and 70.7 gain over seven months during the seven months (average time between testings) of participation. The overall gain in seven months between testing in grades 2-8 in reading and mathematics is 1.1. The appendix contains the bylaws of Title I coordinators' council. (Author/AM)

ED 121 885 UD 015 936

Lerner, William, Ed.

Statistical Abstract of the United States, 1975. 96th Annual Edition.

Bureau of the Census (DOC), Suitland, Md.

Pub Date Jul 75

Note—1,050p.; Not available in hard copy or microfiche due to the print quality and size of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0324-01049; \$10.50, cloth)

Document Not Available from EDRS

Descriptors—*Abstracts, Annual Reports, Economic Climate, Economic Factors, Economic Progress, *National Demography, National Organizations, National Surveys, Political Divisions (Geographic), Political Issues, *Reference Materials, Resource Guides, Resource Materials, Social Characteristics, Social Organizations, Social Problems, Social Structure, *Statistical Data, *Statistical Studies

Identifiers—*United States

Statistics on the social, political, and economic organization of the U.S. are summarized in this volume which is designed to serve as a convenient resource for statistical reference and as a guide to other statistical publications and sources. The latter function is served by the introductory text to each section, the source notes appearing below each table, and an appendix. The new tables in the 1975 edition reflect subjects of strong and continuing public interest. Among them are: health related problems, crime, environmental concerns, federal government benefits and taxes, earnings, income shares of poorest and wealthiest, cost of living, big business, oil and gas, handicapped pupils, illiteracy by state, college enrollment, work-injury and illness rates, countries receiving U.S. food aid, and various others. Altogether, there are 78 entirely new tables scattered through 26 sections. All graphic charts have been redesigned and standardized, and the number of tables showing both U.S. and metric units have been moderately increased. Many sections have undergone tabular rearrangement and format changes designed to improve the organization of subject matter. (Author/AM)

ED 121 886 UD 015 938

Phillips, Ivory Paul

An Analysis of the Needs and Provisions for Black Studies in the Metropolitan Area of Jackson, Mississippi.

Pub Date Feb 76

Note—23p.; Paper presented at the Conference on the Urban South, (Norfolk, Virginia, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*African American Studies, Black Power, Cultural Background, Cultural Education, Design Needs, *Educational Needs, Educational Problems, Needs Assessment, Negro

Culture, *Negro Education, Negroes, Negro History, Negro Leadership, Negro Literature, *Negro Role, *Public Schools, Racism, Social Problems, Urban Areas, Urban Education

Identifiers—*Mississippi (Jackson)

The needs for black studies in the public schools of metropolitan Jackson, Mississippi are assessed in this study through an analysis of the problems, attitudes, and educational characteristics with which advocates feel that black studies can deal. Also determined are what provision are made for black studies in Jackson's schools. The study is important because it attempts to deal with the problem of racism and the problem of distorted education in the school, and also in that it may provide help to other urban areas in the development and implementation of black studies programs that are meaningful in terms of students and communities involved. The first phase of the study investigates the role and potential of black studies through a study of readings by scholars in the field. The second phase investigates what other cities have been able to accomplish through black studies through questionnaire data on improvements in education, attitudinal change, and problems solved. The final phase deals with what is and is not being done by the school system in the area of black studies through an examination of bulletins from the public school system, talking with teachers, and investigating teacher education programs. Data indicate that Jackson has made no provision through black studies to deal with the problems of distorted education, negative racial attitudes, and bad social conditions. (Author/AM)

ED 121 887 UD 015 939

Pyeche, John N. Beris, Robert

Background, Objectives, and Design of the National Study of the Upward Bound Program.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date 23 Apr 76

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Bound Students, College Preparation, *Economically Disadvantaged, *Educational Objectives, Evaluation Methods, Federal Programs, Higher Education, High School Students, Lower Class Students, Minority Groups, National Programs, *Program Design, *Program Evaluation, Program Planning, Secondary Education, Youth Programs

Identifiers—*Upward Bound

The purpose of this paper is to provide the background and objectives of an evaluation study of Upward Bound (UB), a nationwide program to help selected low income high school students prepare for and enter post secondary education. The primary aim of the study is to evaluate the accomplishment of two of the program's major objectives, to increase the high school retention rate of its participants, and to increase the rate of entry of participants into institutions of post secondary education. Evaluation of a third major objective of the program, that involving generation of skills and motivation necessary for success in education beyond high schools, is approached tangentially as a secondary aim of the study. Also included as a secondary objective is the investigation of a series of questions which would aid in interpreting the results of the primary objectives. Given these objectives, the study focuses on the 333 regular Upward Bound projects operating in the United States during the 1973-74 program years. To obtain a detailed understanding of the program and to devise alternative preliminary designs, several sources are employed. These, along with the three primary sources of data collected, the timing of collection, the primary purposes of data obtained, and the strategy for data analysis, are summarized. This study serves as an introduction to three subsequent papers which focus on methodology, data collection, data processing, analysis, and the results of this evaluation. (Author/AM)

ED 121 888 UD 015 940

Debatie, Raymond And Others

Identification of the Disadvantaged Areas on the Island of Montreal with a View to Intervention Programmes being Initiated by the School Community.

Island of Montreal School Council (Quebec).

224 Document Resumes

Pub Date 27 Dec 74

Note—79p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Area Studies, Census Figures, *Depressed Areas (Geographic), *Disadvantaged Environment, Economically Disadvantaged, Economic Disadvantage, *Environmental Criteria, Environmental Influences, Environmental Research, Evaluation Criteria, Intervention, *Poverty Research, Program Design, Program Development, Program Improvement, Program Planning, School Districts, *Social Environment

Identifiers—*Quebec (Montreal)

Federal census district data for 1974 are used to produce a global index showing the relative degree to which each of the census districts of the island of Montreal is disadvantaged. The internal dynamics and characteristics peculiar to the different local communities within are not specified and necessitate additional data sources such as health, social affairs, leisure, and others for their study. The research is undertaken with the aim of insuring a more rational and equitable distribution of educational funds that will take into account the social inequalities which exist between different social groups. Socioeconomic and cultural indicators are chosen that reveal the disparities between social and cultural communities and which an institution like the school should be aware of before allocating their budgets or choosing particular intervention strategies. The question of the poverty problem which enabled the identification of certain variables which relate to the problem of social inequalities in society and for which information is available is briefly but comprehensively pin pointed. Sixty-five census districts are presented in tabular form, containing the district members, the corresponding global index value, the geographical boundaries of each district, and the names of the cities in which the disadvantaged areas are located. (Author/AM)

ED 121 889

UD 015 942

McCloud, Paul I.

Neither Black nor White: A Progress Report on Integration in the Tulsa Public Schools.

Tulsa Public Schools, Okla.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Elementary Secondary Education, Faculty Integration, Integration Effects, Integration Litigation, *Integration Methods, *Integration Plans, Integration Readiness, Minority Groups, *Public Schools, Racial Integration, Reports, *School Integration, Social Adjustment, Stress Variables

Identifiers—*Oklahoma (Tulsa)

Progress toward the integration of the Tulsa Public Schools has not been without some inconvenience and much patient work, but progress has been made as demonstrated by the jump from one all-black and three all-white high schools in 1954 to ten integrated high schools in 1974. Pupil integration efforts prior to 1970 were limited to boundary changes and transfer policies. Despite good intentions and public support for these measures, they were largely ineffective in bringing about substantial integration. Majority to minority transfers were few, and the district began to experience some white flight from the attendance areas of integrated schools. Stronger measures to implement desegregation were found in a junior and senior high school desegregation plan which also allowed for the creation of a Metro Learning Center as a desegregated magnet program. Efforts to facilitate the adjustment of all parties concerned to the new socioeducational experience presented by integration were initiated by the school system; these include a consultative center, a human relations department, and the assignment of adjustment counselor to nine newly desegregated junior high schools. In addition, there were curriculum projects designed primarily for minority students, and a comprehensive program of multiethnic studies. (Author/AM)

ED 121 890

UD 015 943

Phye, Gary D. Zimmerman, Bonnie B. Effects of Organization and Instruction on Free and Cued Recall in Lower Socioeconomic Status Fourth Graders.

Pub Date Apr 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cluster Grouping, Cognitive Development, Cognitive Measurement, Cognitive Processes, Comparative Analysis, Cues, Economically Disadvantaged, Elementary Education, Grade 4, *Instruction, Learning Processes, *Mediation Theory, Memory, *Minority Group Children, Organization, Racial Differences, *Recall (Psychological), Verbal Learning

Free recall, cued recall, and clustering performance of fourth grade lower socioeconomic black and white children is studied under four conditions of teaching: random presentation, random presentation plus instruction, blocked presentation, and blocked presentation with instruction of categorically related list. Results indicate that both recall and clustering performance is enhanced by task structure in the form of blocked and blocked plus instruction presentation. Contrary to expectations, color differences in recall exist. The effect of blocking categorized items is especially facilitative for black children. Free recall is significantly better for black children who receive the categorized items contiguously than for black children who are presented the same items randomly. Caution is warranted when investigating cognitive development in lower SES children. Correlational analysis of the use of clustering during free recall reveal no significant relationships and seriously questions the use of an experimenter defined organizational strategy to assess level 2 ability as proposed by Jensen. Level 2 cognitive ability such as the recall of categorically related items can be used when teaching conditions encourage their use. Even then, however, a production deficiency may be present that does not permit a clear picture of the full extent of development. (Author/AM)

ED 121 891

UD 015 944

Miller, Edith

Curriculum, Attitudes, and Resources for Ethnic Studies (CARES). ESEA Title III. Final Evaluation Report.

Montgomery County Public Schools, Ala.

Pub Date 30 Aug 75

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Affective Objectives, *Changing Attitudes, Cognitive Objectives, *Curriculum Design, Curriculum Development, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Evaluation Methods, Federal Programs, Minority Groups, *Program Evaluation, Reports, Success Factors, *Summative Evaluation

Identifiers—Alabama (Montgomery), CARES, Curriculum Attitudes Resources Ethnic Studies, *Elementary Secondary Education Act Title III, ESEA Title III

The goal of Curriculum, Attitudes, and Resources for Ethnic Studies (CARES) is to promote ethnic literacy through affective and cognitive avenues. The objectives are to develop positive attitudes, to enhance the self-esteem of students and teachers, and to use these in the implementation of an ethnic oriented curriculum. The major activities of CARES are to provide: (1) a large scale human development experience for teachers, o parents, students, and other staff; (2) an intensive workshop where affective and ethnic concerns are translated into curriculum materials (such as elementary social studies, language arts, mathematics, and arts education); and (3) two additional Saturday workshop sessions. The experiences receive positive responses, and both objective evaluations and open ended responses are very positive. The second part of the document presents evaluation data by objective. Four of the eight process objectives are fully met, and six of the ten product objectives are fully met. The four process objectives that are not met relate to changes in the population to be served rather than in failure to provide the process. Attendance and participation are good. The four product objectives which are not met are not clear evidence of failure, and explanations accounting for the results are provided for each objective not met. The project is a success and a new project-ACHIEVE-which juxtaposes a cognitive dimension to the affective while adding a research component is a logical next step. (Author/AM)

ED 121 892

UD 015 945

Williams, Trevor

Teacher Prophecies and the Inheritance of Inequality.

Pub Date Aug 75

Note—32p.; Paper presented at the Annual Meeting of American Sociological Association (San Francisco, California, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Economic Factors, Elementary Secondary Education, Equal Education, Expectation, Group Structure, High School Students, Lower Class Students, Power Structure, Predictive Validity, *School Role, Social Factors, *Social Structure, *Socioeconomic Influences, Student Characteristics, *Teacher Attitudes, Teacher Influence

Identifiers—*Self Fulfillment Prophecies, Teacher Expectations

Educational attainments are seen as the link between the status attainments of one generation and those of the next. Most of the apparent opportunity inequalities are thought to reside in those processes leading to the social origins - educational attainment relationships - that is, in families, in schools, or in both. The present investigation develops a causal model to represent these social processes and to consider how teacher prophecies may explain this relationship and how they can contribute to the inheritance of inequality. The model is designed to elaborate traditional notions about the nature of teacher expectations themselves, to examine the effects on these expectations on two measures of student achievement, and to examine the extent to which student social origins affect the development of teacher expectations, and, through these, student achievement. Results offer no support to revisionist arguments that see teacher prophecies as transmitting the effects of students' social origins to their academic achievements. Teachers appear to engage in another kind of discrimination - that is, although their prophecies for both the cognitive and normative performances of students appear to have minor effects at best on what students actually learn, these same prophecies are fulfilled when teachers evaluate this learning. The social class achievement relationship persists because of social class differences in "merit". (Author/AM)

ED 121 893

UD 015 946

Title I in Ohio. Tenth Annual Evaluation, Title I, Elementary and Secondary Education Act, Fiscal 1975.

Ohio State Dept. of Education, Columbus.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annual Reports, *Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, *Federal Programs, Inservice Education, Instructional Staff, Mathematics Instruction, Minority Group Children, Parent Participation, Profile Evaluation, Program Descriptions, *Program Effectiveness, *Program Evaluation, Reading Instruction, Statistical Data, Teacher Participation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio

Information presented in this annual report includes basic statistics, participation trends, effectiveness of instruction, expenditure and staffing patterns, and parent involvement for Ohio Elementary and Secondary Education Act Title I programs. Most Title I activities occur in the regular school term with 95.6 percent of the students in grade six or below. The greatest concentration of students is in kindergarten through Grade Three. The highest priority for Title I services is reading, with 84 percent of all regular term participants and 82 percent of summer term participants receiving instruction in this area. Seventy-six percent of all expenditures for both regular and summer terms is directed toward reading instruction. Effectiveness of instruction in reading is supported by significant gains in achievement. During the regular term, 41 percent of the children show a gain of 15 months or more per 10 months of instruction, 22 percent, a gain from 10 to 14 months and 21 percent, a gain from 5 to 9 months. Title I teachers and supportive personnel spend 219,627 hours or 106 years of 40-hour weeks in in-service education sessions devoted to learning to help educationally disadvantaged children. Parent advisory councils are an integral part of Title I, with 10,791 parents involved in planning activities. (Author/AM)

ED 121 894 UD 015 947
Education Opportunities Through Federal Assistance Programs, Fiscal 1975.
 Ohio State Dept. of Education, Columbus.
 Pub Date 75
 Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Annual Reports, Disadvantaged Groups, Disadvantaged Youth, Economically Disadvantaged, *Educational Opportunities, Elementary Secondary Education, Federal Aid, *Federal Programs, Financial Support, Grants, Migrant Youth, *Minority Group Children, *Program Descriptions, Program Effectiveness, Special Programs

Identifiers—Elementary Secondary Education Act, ESEA Special Title I, ESEA Title I, ESEA Title II, ESEA Title V, National Defense Education Act Title III, NDEA Title III, *Ohio, Public Law 81 815, Public Law 81 874

In addition to presenting statistical, fiscal, and graphic data, this report summarizing division work during fiscal 1975 is designed (1) to help educators and other interested persons to understand the various programs administered by the division; (2) to review their size and scope; (3) to comprehend the past, present, and potential impact of the educational opportunities provided through the various acts and titles, and (4) to recognize the progress made during the past five years. During fiscal 1975, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act (ESEA), and responsibility for four other federal programs. Among the major services provided by the division to local school districts and to state-operated schools eligible for funds are assistance in the planning and development of project proposals, review of project proposals received from applicants, and assistance with revision of proposals to meet state and federal guidelines. The principal means by which division staff members provide information about the various programs are through office conferences, field services, meetings, publications, and audio-visual presentations. Ten programs reviewed include: basic programs for disadvantaged youth, and migrant children; adult basic education; and, special programs for handicapped children. (Author/AM)

ED 121 895 UD 015 948
Temp. George E.
Myths About Testing and Inner City Children.
 Pub Date 27 Mar 76
 Note—10p.; Paper presented at the Urban Life Institute Meeting (Atlanta, Georgia, March 27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Achievement Tests, Disadvantaged Youth, Educational Testing, Group Norms, Inner City, Intelligence Tests, *Minority Group Children, *Mythology, National Norms, *Testing Problems, *Test Interpretation, Test Results, Test Validity

Faced with a frustrating lack of ability to solve the problem of providing educational opportunities for inner city children, many have turned, in frustration and despair, to the creation of myths about the whole enterprise, including achievement testing. Three myths about educational achievement testing and inner city children that are addressed are: (a) the myth that test results ought to be taken very seriously; (b) the myth that abolishing or reducing testing will cause the educational deficits of inner city children to disappear; and (c) the myth that inner city children will never do as well as other children on nationally normed tests. The third myth is a prime example of the new racist outlook developing and spreading across this country. Among the groups that endorse the myth that inner city children will not be able to do well on standardized tests as a group are some blacks and other minorities who call for less emphasis on regular academic achievement and more emphasis on sub-culture knowledge which has little or no importance in a wider world. Among the conclusions made are the following: that test scores do not create ignorance but they reveal it; that ignorance is the problem and not the method of revealing it; and, that abolishing a method of revealing ignorance will not eliminate ignorance. Finally, inner city children will be able to do well in standardized tests as soon as they are given the knowledge and skills necessary. (Author/AM)

ED 121 896 UD 015 949
Evaluation Report, Project Instruct. A Title I Program, Boise Schools.
 Boise City Independent School District, Idaho.
 Pub Date 4 Aug 75
 Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Disadvantaged Youth, Elementary Education, *Federal Programs, Inservice Courses, *Instructional Programs, *Low Ability Students, Lower Class Students, Mathematics Instruction, Minority Group Children, Perceptual Motor Learning, Program Effectiveness, *Program Evaluation, Reading Achievement, Reading Instruction, *Tutorial Programs, Tutoring, Tutors

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Idaho (Boise), *Project Instruct

The Structured Tutoring Program evaluated in this report is a major break through as far as maximizing human resources in a school setting to assist the below average student is concerned. Approximately 800 Fifth and Sixth Grade students are trained as tutors and spend not more than fifteen minutes per day with 1,238 Second and Third Grade learners. Para-professional tutor managers train the tutors and also tutor some Second and Third Grade children. Adult aides tutor an additional 450 students in Grades 4-8. Empirical evidence gathered from this and two previous reports indicate that math and reading skill deficient children can make major gains using trained student tutors. Data acquired from questionnaires sent to parents, teachers, and principals indicate that 94 percent of the parents of children tutored in reading felt that the child's reading ability improved and that the child enjoyed reading more. Teachers also feel that students tutored in reading are more willing to answer questions, share ideas, and read aloud to the group following their tutoring experience than before. Results from the perceptual motor component of the program indicate significant gains for 159 kindergarten and first grade children receiving help in locomotor skills. The inservice program components, a unique combination of course content and in-school application, as well as the tutor aide and catch-up keep-up, and summer school components, are discussed. (Author/AM)

ED 121 897 UD 015 950
Nebraska Title I Evaluation, '74.
 Nebraska State Dept. of Education, Lincoln.
 Pub Date 74
 Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
 Descriptors—Advisory Committees, Case Studies, *Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, *Federal Programs, Inservice Education, Mathematics, Minority Group Children, Parent Participation, *Program Content, Program Effectiveness, *Program Evaluation, Program Proposals, Reading Achievement, Reading Centers, Reading Clinics, *Reading Programs, Staff Role

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Nebraska (Omaha)

The multiple activities outlined in this 1973-74 ESEA Title I proposal are designed with a two-fold purpose in mind. Firstly, they are to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Secondly, they would support this program with the type of services needed to make it successful. Components that are discussed are: staff visits, inservice, parent advisory councils, an in-depth self study conducted in a sample of 45 schools, reading achievement and math achievement. Although the proposal's emphasis is on reading activities, all other activities in the Title I program are directed toward providing supportive services for children in instructional programs. This reinforcement program is designed to give each student a greater opportunity to achieve success in school. The Omaha public schools use every resource in an attempt to better prepare children educationally in the target area for their future. ESEA Title I funds are linked with other local, state, and federal program to establish a stronger instructional program. Each activity is planned to complement

other Title I activities and the total school program in an effort to serve target populations effectively. (Author/AM)

ED 121 898 UD 015 951
Sea Ventures Development Phase, October 1, 1975 - September 30, 1978.
 Sea Ventures, Highlands, N.J.
 Pub Date Aug 75
 Note—16p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Delinquency Prevention, *Disadvantaged Youth, *Educational Programs, Field Experience Programs, Individualized Programs, Intercultural Programs, *National Programs, *Natural Resources, Program Content, Program Descriptions, *Program Development, Recreational Programs, Special Programs, Volunteers, Volunteer Training, Youth Programs

Identifiers—National Park Service, *Sea Ventures
 A detailed profile of the largest fresh-air education program in the country for disadvantaged youth - Sea Ventures - is provided in this document. Created entirely through the effort of volunteers, Sea Ventures provides learning opportunities that go beyond occupying youngsters. This multi-racial/lingual juvenile delinquency prevention program uses the outdoor environment to stimulate a child's interest in basic education. Subjects such as reading, mathematics, drug abuse, hygiene, nutrition, and the overall emphasis on fair play and team work are carefully designed to meet the needs of disadvantaged youngsters. A 'hands on' approach that enables the child to enjoy the learning process and the learning environment is employed, along with the 'Relevant Curriculum' concept, where drug abuse, nutrition, hygiene, and human relations are emphasized. The ability to expand experience through nautical activities which are not normally available to inner-city youth and resources provided by a partnership with the National Park Service are added inputs. New methods and sources of attracting volunteers such as the volunteer scholarship program, corporate social responsibility, and voluntarism through avocation are discussed. National replication of the program is possible due to its structure, and the long term national significance of the program is stressed. (Author/AM)

ED 121 899 UD 015 952
School Desegregation and Crisis Prevention: A Position Paper and Research Agenda.
 National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
 Desegregation Studies Div.
 Pub Date 75
 Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Accident Prevention, Behavioral Science Research, *Conflict Resolution, Culture Conflict, Disadvantaged Youth, Group Relations, Minority Group Children, Prevention, Public Schools, *Research Criteria, Research Methodology, *Research Needs, Research Problems, School Integration, *School Segregation, Social Science Research

Identifiers—*Crisis Prevention
 This paper on the interrelations between school desegregation and crisis prevention is presented both as a position paper and as the formulation of the research agenda for the Desegregation Studies Unit, NIE. It has five basic purposes, as follows: (a) identification and definition of the parameters of the issue area; (b) placing the area within the context of the national desegregation efforts; (c) presenting the rationale for the inclusion of crisis prevention within the research efforts of the Desegregation Unit; (d) describing present efforts and state-of-the-art which will underlie the understanding of the mechanisms and processes available for crisis prevention; and, (e) presentation of the NIE research priorities in this area. A discussion focusing on participants in and characteristics of the local school system which are crucial to understanding the dynamics of critical situations, suggests that there are four primary groups who need to be involved in any program to prevent critical incidents during the process of school desegregation. A need for a better information retrieval and dissemination system to improve the shared understanding of what are the effective strategies and methods for crisis prevention is addressed. The research agenda section concludes by stating that the rationale

for the development of techniques in crisis prevention lies in the ability to transform the potential conflict ridden situation of school desegregation into a period of transition that ultimately benefits students, staff and community. (Author/AM)

ED 121 900 UD 015 953
Haywood County Schools, Title I ESEA Annual Evaluation Report, FY1975.

Haywood County Consolidated Schools, Waynesville, N.C.

Pub Date 75

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Involvement, Corrective Reading, Disadvantaged Youth, *Educationally Disadvantaged, Federal Programs, Mathematics, *Minority Group Children, Parent Participation, Parochial Schools, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Public Schools, Staff Utilization, Summative Evaluation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *North Carolina (Haywood County)

Program statistics, coordination with other federal programs, community and parent involvement, and descriptive evaluations of corrective reading, corrective math, the Broyhill Home for Children, staff development, and parent involvement are provided in this evaluation of North Carolina's Haywood County Schools. A section on the effects of Title I programs on educationally deprived public and non-public school children, as well as those activities that contribute the most to their achievement is also included. A comparative study of the results presented in this report and a subjective review of the performance of Title I children indicate that the reading program is enabling children on the average to hold their own in terms of achievement and that it is allowing for significant progress. The corrective math component also produces positive results. Among the activities that contribute the most in improving the achievement of educationally deprived are a reorganization of the Title I program to concentrate on a limited number of high priority areas such as corrective reading and math, the establishment of reading laboratories, and increasing awareness of the need for a diagnostic-prescriptive approach to the educational needs of children. (Author/AM)

ED 121 901 UD 015 954

Nelson, H. Viscount, Jr.

Negro Education and the Dilemmas of Race and Class.

Pub Date Oct 74

Note—57p.; Paper presented at Association for Study of Afro-American Life and History meeting (Philadelphia, Pennsylvania, October 1974)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Black Community, Black Power, Conflict Resolution, *Culture Conflict, *Economic Factors, Minority Group Teachers, Negro Achievement, *Negro Education, Negroes, Negro History, Negro Institutions, Negro Leadership, Negro Role, Negro Students, Negro Teachers, Negro Youth, *Race Influences, Racial Discrimination, Role Conflict, Social Factors, *Socioeconomic Influences

Identifiers—Great Depression, *Pennsylvania (Philadelphia)

Although education frequently serves as a means of advance for underprivileged Americans, few Philadelphia blacks were able to take full advantage of this opportunity during the 1930s. These interwar years gave rise to a variety of economic issues that forced Negro teachers and public school administrators to choose between educational advantages for their students and their own economic security. When faced with a choice between general race elevation and middle class security, Philadelphia's black bourgeoisie regulated education for the Negro masses to secondary importance. Although race and class interests of black Philadelphians occasionally complemented one another (such as in the demand for hiring black teachers and administrators in secondary schools), when specific issues required solutions, no black consensus appeared. Like other members of the black middle class, teachers are less than totally committed to strong race conscious policies if their personal and class welfare appear threatened. Given the dilemma

faced by black Philadelphians, the role of the educator within the Negro community is confusing, especially when dealing with a long standing problem such as school integration. Had Philadelphia negroes been able to resolve the dilemma between race and the class consciousness and to unite in racial solidarity, the benefits to black people of every class might well have been much greater than the token achievements of the 1930s. (Author/AM)

ED 121 902 UD 015 955

Bennett, Beverly Ogletree, Earl J.

Ability Grouping and Reading Achievement by Slow Learners.

Pub Date [72]

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Ability Grouping, *Achievement Gains, *Grade 1, Grouping (Instructional Purposes), Heterogeneous Grouping, Homogeneous Grouping, Matched Groups, Primary Education, *Reading Achievement, *Slow Learners, Student Grouping

Identifiers—Illinois (Chicago)

The effects of homogeneous ability grouping versus heterogeneous grouping on the reading achievement of 18 slow learners at the first grade level are studied here. Two matched groups, each containing 9 pupils classified as slow learners from reading achievement based on Metropolitan Reading Test scores, are placed in homogeneous and heterogeneous groups and taught by Betts and Welch's basal reading method. Both groups are taught reading 1 hour per day in their respective self contained classrooms, and time allotted on topics is the same. The Metropolitan Reading Readiness Test is administered on a pretest and posttest basis. An analysis of covariance testing the significance between the pretest and posttest means of the two groups indicates no significant difference in reading achievement. The type of grouping used in this study appears to have no effect on reading achievement by these slow learners. Among the differences noted between the two groups are that the means of the homogeneous group are higher than that of the heterogeneous, that the slow learners in the former group tend to show higher achievement in reading readiness than children in the latter group, and that the children in the heterogeneous group are not able to keep the pace designed in the reading format. Some children do not acquire the skills necessary to proceed to a new unit in reading instruction. (Author/AM)

ED 121 903 UD 015 957

Epstein, Charlotte

The Walkabout Gene.

Pub Date [76]

Note—15p.; Some parts may not reproduce clearly due to marginal type quality of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cultural Background, Discriminatory Attitudes (Social), Educational Problems, *Ethnic Groups, Ethnic Origins, Ethnic Relations, *Ethnic Status, Ethnic Stereotypes, Heredity, Minority Groups, Nature Nurture Controversy, Racial Characteristics, *Racial Discrimination, *Social Discrimination, *Sociocultural Patterns

Identifiers—*Aborigines, Australia

Educational failures in the United States are attributed to family problems, low I.Q. and poverty. In Australia, the ancient behavior of walkabout, where early Australians leave their camps at certain seasons of the year to look for food, is given as the reason for believing that Aborigines are uneducable and unemployable. The explanation works for both education and work in the following manner: Aborigines stay in school or at a job for a short period of time before they are compelled to go walkabout. As such, they cannot be relied upon to complete a job or maintain a working situation. Whites believe that walkabout is not only a traditional behavior, but also genetically determined. In a school situation, a teacher who believes this would tend to concentrate her teaching energies on children not subject to this genetic drive, a factor that affects the achievement of Aboriginal pupils. The conceptions among whites of what Aborigines are 'really' like varies greatly in some details, though the general stereotype involves the picture of a lazy, dull-witted primitive whose claim to uniqueness also genetically circumscribes him -- the compulsion to go walkabout. A lack of knowledge about the

Aborigines, along with misconceptions, contribute to the psychological distance between groups, the lack of intergroup education, and the lack of interest in school integration. Comparisons between the Australian situation and the U.S. are made throughout the paper. (Author/AM)

ED 121 904 UD 015 958

Wolfgang, Aaron, Ed.

Education of Immigrant Students: Issues and Answers. Symposium Series, 5.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 75

Note—224p.

Available from—Ontario Institute for Studies in Education; 252 Bloor Street West, Toronto, Ontario M5S 1V6 (\$6.00, paper)

Document Not Available from EDRS

Descriptors—Bilingual Education, Communication Problems, Counseling Services, *Cultural Background, Cultural Context, *Cultural Factors, Curriculum Problems, *Educational Problems, Ethnic Groups, *Immigrants, Minority Group Children, *Minority Groups, Moral Issues, *Student Needs, Testing Problems

Identifiers—*Canada

Questions that confront teachers, administrators, and the many others involved in the education of immigrants are explored here by individuals with diverse backgrounds and points of view. The papers in this volume are written to examine a variety of issues in depth and to provide answers in relation to the education of immigrant students. While most of the contributors are speaking to the experiences of the immigrants in English speaking Canada, many of the issues are the same in French speaking regions. The papers deal with a broad range - from moral, philosophical, and ethical issues to issues in curriculum testing, counseling, teacher training, and multiculturalism. There are some common threads running through the papers: the commonalities are in stressing the importance of, and ways of, promoting a positive self concept or identity among immigrants within a multicultural context, and seeking ways of facilitating communication between educators and immigrant students. The achievement of these common goals should benefit not only the immigrant but the native born students as well. (Author/AM)

ED 121 905 UD 015 959

Murnane, Richard J.

The Impact of School Resources on the Learning of Inner City Children.

Pub Date 75

Note—125p.

Available from—Baling Publishing Company, 17 Sunster Street, Cambridge, Massachusetts 02138 (\$12.00, cloth)

Document Not Available from EDRS

Descriptors—Academic Achievement, Classroom Environment, Cognitive Measurement, Educational Environment, *Educational Resources, Elementary Education, Environmental Influences, Human Resources, Inner City, Learning Characteristics, *Minority Group Children, *Minority Group Teachers, School Environment, *Student Teacher Relationship, *Teacher Characteristics, Teacher Influence, Teacher Role

The nature of the relationships between school resources and the cognitive achievement of children are investigated here. The study provides new information concerning the impact that school resources, especially teachers, have on their learning. The research design employed focuses on 875 individual inner city black children in their individual classrooms. The first question that is investigated is whether there are important quality differences in the learning environments provided by different classrooms. After answering this affirmatively, the reasons for the quality differences are explored in terms of teachers, peer groups, class sizes, and the number of transient students. Chapter 2 discusses the recent history of this type of research and provides a perspective which is important for understanding the ways in which this particular study differs from previous research. Chapters 3 and 4 contain the empirical analysis of the relationships between school resources and the cognitive achievement of children. Summaries of research conclusions and discussions are in Chapter 5. It is concluded that teachers have a critical impact on student achievement. (Author/AM)

ED 121 906 88 UD 015 960

Duffillo, L. Paul And Others
Second Year Evaluation Report for the Dothan City Schools Title III Project, "Comprehensive Services for Children."

Human Resources Research Organization, Dothan, Ala. Div. 6.
 Spons Agency—Dothan City Schools, Ala.
 Pub Date Jul 73
 Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Behavior Problems, *Compensatory Education Programs, *Elementary Education, Elementary School Students, Elementary School Teachers, Emotional Problems, *Inservice Teacher Education, Program Evaluation, *Special Services, Student Adjustment, Student Problems, Urban Youth

Identifiers—Alabama (Dothan), *Dothan Alabama City Schools, Elementary Secondary Education Act Title III, ESEA Title III

This report summarizes the activities and results of the second year of the Dothan City Schools Project, "Comprehensive Services for Children," funded under Elementary Secondary Education Act Title III. The project is concerned with the provision of special services to meet the needs of elementary school children suffering socio-emotional conflict problems. The mechanism for providing such services is twofold. One aspect is a special in-service training program for elementary school teachers, while the other involves the utilization of resource staff members with specialized skills for the handling of such problems. The principal outcomes of concern here are those dealing with the behavior and performance of the students. During the second year of the project, a larger number of teachers participated in the special in-service program than in the first year (50 as opposed to 26). Of the 50 teachers in the program this year, 5 were in their second year of participation. Various types of data were collected on the students of these 50 teachers. In addition, data were collected on the students of 9 teachers who were in the previous year's program only, and on the students of 55 teachers who did not participate in the special in-service program either year. (Author/JM)

ED 121 907 UD 015 961

Assessment of the Principal Needs of the Spanish Speaking in Chicago. Findings, Conclusions, and Recommendations. Volume I of a Two-Volume Report.

Vasquez Associates Ltd., Milwaukee, Wis.
 Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
 Pub Date [73]

Note—189p.; For Volume II of the report, see UD 015 962; Best available copy

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
 Descriptors—Administrative Policy, Educational Needs, Federal Government, Federal Programs, Government Role, Health Needs, *Needs, Resource Allocations, Social Services, Statistical Data, *Surveys, *Urban Population

Identifiers—Department of Health Education and Welfare, *Illinois (Chicago)

The main portion of this study is devoted to the determination of needs for health, education and social welfare services of the Spanish speaking in Chicago, and to draw inferences about the degree to which Department of Health, Education and Welfare (HEW) funds and services in Chicago are reaching this specific minority and the extent to which these funds/services are having an impact upon them. Chicago's fastest growing minority group, and one of its most economically disadvantaged is the Spanish speaking. Specific evaluation objectives included: (1) compiling valid and reliable estimates of the true Spanish speaking population in Chicago; (2) compiling valid and reliable estimates of the extent to which existing HEW supported services in the areas of health, education and social welfare services were reaching the Spanish speaking population; (3) ascertaining the types and relative importance of needs of the Spanish speaking in the areas of health, education and social welfare services; and (4) providing a series of recommendations upon which HEW can base the future programming of target services and funding decisions to most effectively reach the Spanish speaking. (Author/JM)

ED 121 908 UD 015 962

Evaluation of Street Projects for the Spanish Speaking. Findings, Conclusions, Recommendations. Volume II of a Two-Volume Report.

Vasquez Associates Ltd., Milwaukee, Wis.
 Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
 Pub Date [73]

Note—92p.; For Volume I of the report, see UD 015 961

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Bilingual Education, Day Care Programs, Early Childhood Education, *Federal Programs, Health Programs, Library Programs, Migrant Child Education, Migrant Youth, *Program Evaluation, *Social Services, *Spanish Speaking, Talent Identification, Urban Population

Identifiers—Department of Health Education and Welfare, *Illinois (Chicago)

Nine Street Projects designed for the Spanish speaking and funded by Region V of the Department of Health, Education and Welfare (HEW) are examined here. They were: the El Hogar del Nino Day Care Center, Spanish-American Day Care Center, United Migrant Opportunity Services' Bilingual/Bicultural Early Childhood Center, Youth Services at El Centro de la Causa, El Centro de la Causa Library Project, Talent Search - Latino, Project Venceremos, Latino Mental Health Outreach and Benito Juarez Health Clinic. The evaluation activities were intended to provide measures of operational effectiveness and to evaluate the relative impact of project services on service recipients. The evaluators gathered the information on which this evaluation was based through interviews with administrative staff and clients of the special projects, review of existing project records, interviews with project board members and staff members from referral agencies, and site visits. It was found that, as a general rule, the nine street projects were meeting needs and providing services to the Spanish speaking which otherwise were not available, or were perceived by the clients to be unavailable or at least inconvenient, to the program participants. For the most part, the street projects were ineffective in developing non-HEW support for program continuation expansions. (Author/JM)

ED 121 909 UD 015 963

Canady, Hortense G.
Cooperative Community Efforts Leading to Equal Educational Opportunity in the Lansing School District, with Special Emphasis on the Role of the National Association for the Advancement of Colored People.

Pub Date 76
 Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Board of Education Policy, Boards of Education, *Community Cooperation, Equal Education, Federal Court Litigation, *Integration Litigation, Integration Methods, Integration Plans, *Negro Organizations, Political Issues, School Districts, *School Integration, Student Transportation

Identifiers—Michigan (Lansing), *National Association Advancement Colored People

The contents of this paper are organized into four sections. The first or introductory section discusses the pattern of containment of the black population in Lansing, its effect on neighborhood schools, the history and policies of the Lansing Branch of the National Association for the Advancement of Colored People (NAACP), and the goals of the Education Committee of the Lansing Branch NAACP. The second section deals with the identification and documentation of educational inequities; topics discussed include: policy statements by the Education Committee as well as by the Lansing Board of Education made in the 1960s, treatment of minorities in library and textbooks, a March 1963 Conference Workshop for Teachers, the Main Street School - several times a center of controversy in the 1960s, and three position papers that required research and the formulation of positions for approval by the Executive Committee of the NAACP, and, subsequently, by the general membership. Section three on initiating policy changes, discusses 'the Search for a Superintendent', and the report of the West Side Educational Facilities Study, completed in February, 1972. The final section focuses on events leading to the recall of five

members of the nine member Board of Education. (Author/JM)

ED 121 910 UD 015 964

Macaulay, Jacqueline
Is Welfare Bad for Children?
 Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
 Report No.—IRP-DP-302-75
 Pub Date Dec 75

Note—43p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Child Development, Child Rearing, Economic Factors, Family Background, Family Characteristics, Individual Characteristics, Longitudinal Studies, Mothers, *Poverty Research, Psychopathology, Research Methodology, *Research Problems, Research Reviews (Publications), *Social Problems, *Welfare Recipients

A major fear of many who are concerned with the welfare system is that the system itself tends to create pathology among recipients, and in the case of children, to cause mal-socialization. There are a number of problems with these assertions. The chief problem is that there is not much good evidence, one way or another, concerning the effects of the welfare system - as a system - on children in this country. Such assertions do not recognize the limits of existing data and the questionable validity of existing interpretations. Because the consequences of this blindness include the perpetuation of degrading myths concerning people in poverty and the consequent shaping of policy possibly detrimental to their interests, this paper is concerned with not only the question of adverse effects of the welfare system on children but also the poverty of relevant research. Six general problems that are often seen in the area of research on the welfare poor are discussed: sample limitations, non-significance and misreporting of observed differences, failure to attend to no-difference results, construction of summary statistics with artificial elements, failure to consider other relevant factors than welfare, and biased evaluations. It is concluded that welfare status should be regarded as, at worst, only one of the unwelcome aspects of poverty, not as a curse of disability. (Author/JM)

ED 121 911 UD 015 965

Carroll, Rebecca E. Cook, J. Marvin
Application of Learning Hierarchies to Curriculum Change in a Large Urban School System.

Pub Date Apr 76
 Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Curriculum Development, Educational Accountability, *Educational Administration, *Educational Change, Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, Learning Processes, *Management by Objectives, School Administration, School Districts, School Systems, Teaching Methods, Urban Schools

Identifiers—*Maryland (Baltimore)

The intent of this paper is to recount briefly the management process and the sequence of activities that have let the Baltimore City Public School System to the stage in its curriculum development where the focus is on learning hierarchies as a major tool in the improvement of the teaching/learning process. In the fall of 1973, Baltimore City began the process of moving toward the use of learning hierarchies throughout the school system. The movement has gained momentum and commitment within the system since that early step. This effort was based on the following expected benefits for the student: (1) increased rate of learning, (2) increased resistance to forgetting, and (3) increased motivation. Following study sessions in 1973, management plans were developed by the Office of Staff Development for Phase I of an extensive inservice training program. Phase II is now being planned to provide each teacher in the school system additional support at the point of using learning hierarchies in the classroom. This support will be in response to the observed needs identified from operation of Phase I of the continually evolving long-range plan to implement learning hierarchies into the classroom curriculum of Baltimore City Public Schools. (Author/JM)

228 Document Resumes

ED 121 912 UD 015 968

Keeves, J. P.
Can Teachers Make a Difference? Home Environment and School Study Report 1974:1.

Australian Council for Educational Research, Hawthorn.
Pub Date 74
Note—49p.

Available from—Laurence Verry, Inc., Mystic, Connecticut 06355 (\$1.50)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Classroom Communication, *Classroom Observation Techniques, Field Studies, Interaction Process Analysis, Multiple Regression Analysis, Research, Secondary Schools, *Secondary School Teachers, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Influence, Teaching Styles

Identifiers—ACT, *Australia, Australian Capital Territory

This paper presents findings from an inquiry conducted in Australian secondary schools at the Form I level that examined the contributions of selected teaching behaviors to the achievement, attitudes, and attentiveness of students. The investigation was restricted to children in the schools of the Australian Capital Territory (ACT). This discussion is restricted to an examination of the behaviors of the teachers in 72 science and mathematics classrooms of 15 schools of ACT. The selection of items of teaching behavior to be observed in the classroom was guided by the aim of collecting information on 7 process variables associated with the classroom environment: viz., achievement press of the classroom, provision for independent study and inquiry, emphasis on work habits and order affiliation and warmth in the classroom, stimulation for learning, emphasis on oral work and correct use of language, and academic guidance and instruction. The most convenient unit for observation in a secondary school is the class period, usually 40 minutes in length. The observation schedule consisted of two parts. One record sheet was concerned with behavior observed at specific points of time. A second record sheet was concerned with the number of instances of behavior observed. (Author/JM)

ED 121 913 UD 015 969

Keeves, J. P.
Some Attitude Scales for Educational Research Purposes. Home Environment and School Study Report 1974:2.

Australian Council for Educational Research, Hawthorn.
Pub Date 74
Note—45p.

Available from—Laurence Verry, Inc., Mystic, Connecticut 06355 (\$1.50)

Document Not Available from EDRS

Descriptors—Academic Achievement, *Attitude Tests, *Educational Attitudes, Educational Research, Elementary School Students, Mathematics Education, Measurement Techniques, Research Methodology, Science Education, Secondary School Students, *Self Esteem, *Student Attitudes, Student Motivation, *Test Construction

Identifiers—*Australia

The attitude scales used in the Home Environment and School Study are presented in order to make them available for wider use in research investigations, and with this purpose in mind evidence is reported on the validation and reliability studies which were undertaken to support their use in this particular inquiry. In this investigation, five scales were constructed to measure aspects of students attitudes to schooling during the first year at secondary school. They were: (1) attitudes toward school and school learning, (2) interest and enjoyment in learning mathematics, (3) interest and enjoyment in learning science, (4) motivation to achieve in school learning, and (5) respect and confidence in self. Likert scales were used. The first step was to determine to use dichotomous scales. In the development of each scale an underlying continuum was assumed, and the range of attitudes within it was defined. Statements were then written or selected from a large pool of statements to express attitudinal levels along the continuum and from these a trial version of each scale was constructed. Following a trial run, a final version was constructed in which the items discriminated well and formed a unidimensional scale with an adequate degree of reliability. (Author/JM)

ED 121 914 UD 015 970

Keeves, J. P.
The Home, the School and Achievement in Mathematics and Science. Home Environment and School Study Report 1974:4.

Australian Council for Educational Research, Hawthorn.
Pub Date 74
Note—35p.

Available from—Laurence Verry, Inc., Mystic, Connecticut 06355 (\$1.50)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Critical Path Method, Elementary School Students, *Family Influence, *Longitudinal Studies, Mathematics Education, Parent Attitudes, Peer Groups, *School Role, Science Education, Secondary School Students, *Student Attitudes, Student Promotion, Surveys

Identifiers—ACT, *Australia, Australian Capital Territory

The purpose of the inquiry described was to examine the ways in which characteristics of the educational environment of the home, the school, and the peer group accounted for change in performance at school over the period of a year, in which the sample of children selected for investigation progressed from primary school to high school. The research paradigm proposed that change in the outcomes of education are a function of the type of environment and the dimensions of the environment in which the individual learns. Therefore, final performance at school and attitudes toward learning are influenced not only by initial performance and attitudes, but also by the classroom, the peer group, and the home in which the child works, plays, and lives. This investigation was restricted to children in the Australian Capital Territory. A simple random sample of 242 was drawn from children who were in their final primary school year in 1968. Information on sociological and demographic characteristics and parental attitudes was obtained from interviews with the mother and the father of each child. Full information was available for 215 of the children in the sample after the testing and interviewing were completed. Data analysis used path models derived from the research paradigm. (Author/JM)

ED 121 915 UD 015 971

Keeves, J. P.
The Performance Cycle: Motivation and Attention as Mediating Variables in School Performance. Home Environment and School Study Report 1974:5.

Australian Council for Educational Research, Hawthorn.
Pub Date 74
Note—41p.

Available from—Laurence Verry, Inc., Mystic, Connecticut 06355 (\$1.50)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Attention, Critical Path Method, Educational Research, *Family Environment, Longitudinal Studies, Mathematics Education, *Performance Factors, Research Methodology, Science Education, *Secondary School Students, *Student Attitudes, Student Motivation, Student Promotion, Surveys

Identifiers—ACT, *Australia, Australian Capital Territory

In this paper, personality characteristics of the students and their performance at school are linked together. The performance cycle model of 12 months duration used here contains causal relationships between initial achievement, the mediating variables of academic motivation and attentiveness, and final achievement. A random sample of 215 secondary school students in the schools in the Australian Capital Territory provided the study's data. In 1968 and early in 1969, data were gathered on the general ability and the achievement in mathematics and science of the students in the sample, and on their attitudes of self-regard, liking of school and school learning, and liking mathematics. During the school year in 1969, information was obtained on the attentiveness of the students in both mathematics and science classrooms. At the end of 1969, further data were collected on level of achievement in mathematics, and on academic motivation. The results of the path analyses for the science and mathematics performance loops were similar. In both analyses the contributions of the disturbance

variables to academic motivation, attentiveness, final achievement, and final attitudes were large. (Author/JM)

ED 121 916 UD 015 972

Keeves, J. P.
The Detection of Configural and Curvilinear Relationships. Home Environment and School Study Report 1974:3.

Australian Council for Educational Research, Hawthorn.
Pub Date 74
Note—18p.

Available from—Laurence Verry, Inc., Mystic, Connecticut 06355 (\$0.75)

Document Not Available from EDRS

Descriptors—Academic Achievement, *Analysis of Variance, Comparative Statistics, *Educational Research, Family Environment, Family Influence, *Multiple Regression Analysis, National Surveys, Predictor Variables, *Research Methodology, *Statistical Analysis, Statistical Studies, Statistical Surveys, Student Attitudes

Identifiers—ACT, *Australia, Australian Capital Territory
In a study of factors in the educational environment of the home, the school, and the peer group contributing to achievement and attitudes towards schooling at the upper primary and lower secondary school levels, an opportunity arose to examine the data available for configural and curvilinear relationships. Information was collected on 11 criterion measures, 8 of which were achievement and ability measures and the remainder were measures of attitudes. Information was obtained on many structural characteristics of the home. The technique used in testing for curvilinear relationships was to determine the relative contributions of the linear and quadratic terms of the structural variables to the prediction of the achievement and attitude test scores. Testing for interaction effects among a set of 15 measures was more complex. Two different approaches were adopted. One made use of an analytic procedure which employs a computer program known as the Automatic Interaction Detector. The other involved use of a special stepwise regression procedure. The evidence gathered from the analyses reported in this paper shows that there are a few strong non linear and interaction effects which confound the simple linear model being employed in the main analyses of the investigation. (Author/JM)

ED 121 917 UD 015 974

Owens, Robert G.
An Evolving Seven-Year Organization Development Intervention.

Pub Date 20 Apr 76
Note—32p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 20, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Case Studies, Cooperative Education, Cooperative Planning, Cooperative Programs, Elementary Secondary Education, Higher Education, High Schools, Interinstitutional Cooperation, *Intervention, Models, *Organizational Climate, *Organizational Development, Organizational Effectiveness, Organizational Theories, Program Coordination, Program Development, *School Organization

Identifiers—High School Partnership Program, New York (New York), *Project High School Self Renewal

The genesis of the High School Partnership Program as it evolves into the High School Self Renewal Project in New York City under the sponsorship of the Economic Development Council of New York City, Inc., and the Division of High Schools of the New York City Board of Education during the period 1968-76 are traced in this paper -- which also describes directions for the future. The need for adequate training to be provided, if the Organization Development concepts promoted by the project are to be replicated in approximately 100 high schools in New York City which have not yet participated in the project, is discussed. The desirability and practicability of linking institutions of higher education to such a self-renewal project in public schools so as to enhance the morphogenic characteristics usually espoused by Organization is emphasized. Specifically, the possibilities of integrating institutions of higher education as legitimate training resources to support a large scale public school Organization Development effort is

examined in terms of a specific on-going case in New York City. The New York experiences has shown that supervisors and administrators as a group have an indifferent attitude toward college credits or other symbols of academic achievement. Their motivation to involve themselves in professional development activities is much more closely related to on-the-job demands for success and achievement. (Author/AM)

ED 121 918 UD 015 975

Conley, Martha McClenny
Family Life and Sex Education Among Low-Income Families.

Pub Date 12 Feb 76
Note—19p.; Paper presented at the Conference on the Urban South, (Norfolk, Virginia, February 12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age Differences, Contraception, Economically Disadvantaged, Ethical Instruction, Ethnic Groups, *Family Life, *Instructional Programs, Low Income Groups, Minority Groups, *Mother Attitudes, Mothers, *Negro Mothers, Population Growth, Population Trends, Public Schools, *Sex Education, Sexuality, Urban Population

A sample of 218 black low-income mothers is used to investigate the mothers' perception of their need for family life and sex education for their entire family, attitude toward public school, family life and sex education, and the concept of the population crisis. This study focuses on low income families because this population has been most affected by lack of family life education and sex education, given the negative value placed on large unplanned families, unstable homes, and generations of poverty in the U.S. The findings reveal that mothers are willing to support family life and sex education classes for themselves and their children. The association between sex information and sex experimentation is unrelated when controlled by age and level of education. Other findings are that small families are becoming popular and that participation in a family planning clinic significantly influences the small family concept. Mothers in the study who indicate a willingness to attend a family life and sex education class are significantly younger and have fewer children than mothers who indicate 'no' to sex and family life education. (Author/AM)

ED 121 919 UD 015 976

Background: Treatment of Asia Deficient in U.S. School Books, Survey Shows.

ASIA Society, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 19 Mar 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Asian Americans, Asian History, Chinese Culture, Content Analysis, Cultural Differences, Cultural Factors, Cultural Images, *Ethnic Groups, *Ethnic Stereotypes, Group Norms, Minority Groups, Social Values, Surveys, *Textbook Bias, *Textbook Content, Textbook Evaluation, Textbook Selection, Textbook Standards

This study draws upon evaluations of 306 texts in common use in the 50 states. The books were read by over 100 experts who responded to a detailed questionnaire designed to assess the texts' amount of Asian content; accuracy, underlying assumptions and approach; inclusion of literature, the fine arts, and other primary expressions of the Asian experience; style and tone; and such supplementary aspects as illustration, teachers' guides, and bibliographies. Deficiencies are found in all these areas, but those regarded as most serious are the underlying Western yardsticks with which the vast majority of the texts approach Asia, their failure to present Asian life authentically, and the absence of any significant amount of Asian source materials. The net result of measuring Asian nations by Western standards is that they are described negatively in terms of what they do not have. In addition to describing Asia from a Western point of view, many texts talk about it to the extent that it serves American interests, discussing Asian countries primarily in terms of their strategic importance to the U.S. Literature, music, dance, and other aspects of Asian culture -- if included at all -- are presented negatively as hindrances to progress. In addition to the texts' general failure to include genuine representations of Asian experiences, their style

and tone also reinforce their Western-centered approach. (Author/AM)

ED 121 920 UD 015 977

Boston School Committee "Student Desegregation Plan." A Response.

Freedom House Inst. on Schools and Education,

Roxbury, Mass.

Pub Date 3 Feb 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bus Transportation, *Court Litigation, Integration Effects, *Integration Litigation, Integration Methods, *Integration Plans, Integration Readiness, Integration Studies, Negro Attitudes, Negro Education, Negro Leadership, *Negro Role, Negro Youth, Racial Discrimination, Racial Integration, *School Integration

Identifiers—Massachusetts (Boston), *Student Desegregation Plan

The initial black community response to the desegregation plan submitted by the School Department is contained in this document. The principal purpose is to make clear to the court that in evaluating this plan, or any other, improvements in the quality of schooling is sought. Efforts to rid the Boston schools of discriminatory pupil placement are supported, but racial balances or any rigid formulas for fixing the racial proportions in school buildings are not sought. It is believed that once discriminatory pupil placement is ended, probable instructional outcome should chiefly determine the character of all schools. The court is asked to verify the accuracy of the statistical data in the plan, to verify school department capacity and intent to implement the options that are essential to the plan, and to require procedures designed to prevent a variety of abuses that often attend desegregation. The procedures include: certification for, and placement in, special education classes; affirmative action; suspension and expulsion; multi-racial advisory bodies; and others. Certain questions are suggested to the court in examining the proposed pupil assignments on a zone by zone basis. The document closes by rejecting discussions of metropolitanism, at least, until discriminatory pupil placement has been eliminated in Boston. (Author/AM)

ED 121 921 UD 015 982

Lamphere, Louise

The Roots of Cultural Diversity Among American Women.

American Jewish Committee, New York, N.Y.

Inst. on Pluralism and Group Identity.

Pub Date 25 Jun 75

Note—35p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Anglo Americans, *Cultural Differences, Cultural Factors, Ethnic Groups, *Ethnic Origins, *Females, *Geographic Regions, Life Style, Religious Factors, Sex Role, Social Adjustment, *Social Differences, Sociocultural Patterns, Working Women

As we reach the mid-point of the 1970's, we find women in many different positions: working and non-working, middle-class and working class, urban and rural, black and white. There are women with strong ethnic ties or religious orientations, first generation city dwellers and suburbanites. Three factors -- increased female labor force participation, increased divorce rate, and decreased birth rate -- are all having an impact on women's situation in the 1970s. It is stressed that working class and black women have found support for their roles in a social network of kin and neighbors and in the institutions of the neighborhood. Upwardly mobile blue collar couples, in contrast, may move to cut their ties with family and relatives. It may be that the increasing isolation of such women may be a difficult adjustment. The isolation of the housewife is also related to problems of adapting family responsibilities to new work roles. Legislative reforms like the Equal Rights Amendment, it is concluded, speak to and benefit women in need of jobs, credit, education, better health care and benefits, and protection from all forms of discrimination. Understanding and appreciating the cultural diversity of women will perhaps bridge these differences and to communicate the similarities in all women's situations. (Author/JM)

ED 121 922 UD 015 983

Evaluation of the ESEA Title I program of the Public Schools of the District of Columbia, 1974-75. Final Evaluation Report.

IBEX, Inc., Durham, N.C.; Littlejohn (Roy) Associates, Inc., Washington, D.C.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date [75]

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Annual Reports, Elementary Secondary Education, Learning Laboratories, Nonpublic School Aid, Program Administration, *Program Evaluation, Remedial Instruction, Special Education, *Student Characteristics, Summer Programs, Teacher Influence, Vocational Development

Identifiers—*District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I

The target population served by the FY. 1975 Elementary Secondary Education Act Title I Program included approximately 17,000 public elementary and secondary school children in the first second, third and seventh grades. In the eligible nonpublic schools, approximately 800 students were eligible in grades one through eight. The total learning concept was implemented through the Total Learning Center Program in all designed Title I public schools. In 1974-75, there were four elements in the program: the Competitive Partnership Program, the Affective Component, the Enrichment Experiences Program, and the Summer Program. During the regular school year, the students from private schools identified for the 1974-75 nonpublic school program were served at their own schools by reading and mathematics resource teachers and educational aides. In the summer a Total Learning Center Program operated for six weeks. A learning center approach in five elementary centers was used to provide a variety of learning settings for special education children. The Title I Comprehensive Program operated three career development projects. Two community schools housed centers for homework, remedial assistance, and informal education. For young children, the national Follow Through program for children in the primary grades was conducted at two schools. (Author/JM)

ED 121 923 UD 015 984

Singleton, Louise C. And Others

Sociometric Ratings and Social Interaction among Third Grade Children in an Integrated School District.

Pub Date Apr 76

Note—15p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Classroom Observation Techniques, Elementary Schools, *Elementary School Students, Field Studies, Grade 3, Interaction Process Analysis, *Race Relations, Racial Attitudes, Racial Differences, *School Integration, Sex Differences, Social Relations, *Sociometric Techniques, *Student Attitudes

This study examined the sociometric choices and classroom behavior of third grade children in integrated schools. Children were asked how much they liked to work and to play with their classmates. Behavioral observations, using a sequential time-sampling technique, were also made for a portion of the same sample of children. Finally, achievement scores in reading and mathematics from a school-administered test were obtained for the sample. A number of issues were examined: (1) the relative influence of race and sex on children's sociometric choices; (2) the difference in race and sex effects on the play and work scales; (3) the importance of achievement level to sociometric status; and, (4) the extent to which social interaction patterns in the classroom parallel the sociometric findings. One third grade classroom was randomly selected from each of 11 elementary schools in a midwest school district. The sociometric test was given in April 1973 to 244 children. The final sample size was 242, including 101 white males, 90 white females, 21 black males and 30 black females. Sex was found to be a much stronger determinant of peer preference than race. Choice patterns were different for play and work with blacks being more popular on the play variable. (Author/JM)

ED 121 924 UD 015 985

Wegmann, Robert G.
White Flight: Some Hypotheses.

Pub Date Apr 76

Note—63p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Disadvantaged Youth, Elementary Secondary Education, Inner City, *Integration Effects, Integration, Litigation, Integration Methods, Integration Studies, Minority Group Children, Population Distribution, *Population Trends, Racial Composition, Racial Differences, Racial Distribution, *Racial Integration, Relocation, Residential Patterns, *School Segregation, *Urban Immigration
Identifiers—*Suburban Migration

The available literature on white flight, or more properly, school desegregation -- the phenomenon of white withdrawal (total or partial) from desegregated schools -- is reviewed in this paper which also reports some new research in this area. The distinction is made between those schools located on the fringes of the inner city, which first desegregate and then resegregate as the minority community moves outward from the ghetto, and the different situation in which there is governmental action to bring about school desegregation. Among the factors discussed are parental concerns about educational quality, student safety, and social status; the importance of the proportion of minority students; the significance of the relative cost of schooling alternatives; the interaction with neighborhood racial change; the impact of anticipated future racial change; and, the quality of racial relations in desegregated schools. An extensive list of references is provided. Among the suggested public policies that are offered are the serious need for a thorough, national study of white flight, and the need to emphasize the quality of school integration and to develop and communicate practical approaches to overcoming the cultural and class barriers between the races. (Author/AM)

ED 121 925 UD 015 986

Kritek, William J.

The Design and Implementation of an Alternative High School.

Pub Date 22 Apr 76

Note—20p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 22, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Alternative Schools, *Educational Alternatives, Educational Innovation, *High School Design, High School Organization, High School Role, *High Schools, Organizational Change, Organizational Climate, Organizational Effectiveness, Secondary Education, Student Characteristics, *Success Factors, Urban Areas, Vertical Organization

The analysis of the planning for an implementation of an alternative high school in a large urban school system is the focus of this study. Interview data are used. This investigation draws on, and compliments, the previous literature on implementation. While most of the earlier studies look at failures, this one is based on an instance of successful implementation. The study identifies four factors that may account for successful implementation, the intent being to partially account for that success and to provide some clues to what program administrators can do to make it more likely that new programs will get fair trials in the schools. The school was formed from the top-down providing legitimacy within the larger system and a measure of homogeneity. A large amount of lead time allows the faculty to develop personal ties and to share goals and values pertaining to the new school. Staff commitment to the school is fostered by mutual shaping by principal and teachers. Internal and external harmony is facilitated by stacking-the-deck. The strategy utilized by City Wide High School also has some negative features. The approach seems to reduce the chances for dissemination of the innovation within the school system. The large amount of lead time and the stacked deck, in particular, cannot be duplicated every time. Despite its shortcomings, City Wide High provides an alternative, and it is surviving. (Author/AM)

ED 121 926 95 UD 015 987

Clothier, Grant Kartus, Irving

Now I have Known Me...Report on Mental Health Aspect of Cooperative Urban Teacher Education Program.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Contract—OEC-3-7-062876-3076

Note—81p.; This document is available only in microfiche due to print size of the original document

Available from—Mid-Continent Regional Educational Laboratory, 104 East Independence Avenue, Kansas City, Missouri 64106 (Free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cooperating Teachers, Effective Teaching, Individual Development, *Inner City, *Mental Health Programs, Minority Group Children, *Program Descriptions, Program Design, Self Concept, Self Esteem, Teacher Characteristics, Teacher Education, Teacher Improvement, *Teacher Programs, Teacher Role, Teachers, Urban Schools

Identifiers—*Cooperative Urban Teacher Education Program, CUTE Program, Kansas (Kansas City)

The Cooperative Urban Teacher Education (CUTE) Program is an imaginative venture for preparing effective teachers for inner-city schools. Basic to the development of CUTE is the premise that a teacher acts according to how he/she perceives a given situation, and that these perceptions depend upon his/her earlier experiences. If accepted, this premise has significant implications for preparing prospective teachers to teach in the inner city schools. Unique features of the CUTE program are its high degree of interdisciplinary cooperation, the emphasis placed upon teacher self-understanding, and the fact that it is housed in the inner city. Explosive education problems permeating inner city schools influence CUTE to help prospective teachers explore their basic beliefs and reinforce their feelings of self-adequacy. A fascinating aspect of this program is the diversification of the staff members. Voluntary student participation is another of its key aspects. In order to help students achieve self-identity the mental health staff established objectives which are discussed individually. They are as follows: resolving unresolved feelings, confrontation with professionalism, and a working knowledge of children. The student log is one of the requirements for participants of the program. Its purpose is to provide the instructional and evaluational staffs with student reactions to the program. Its structure is explained in the last section. (Author/AM)

ED 121 927 UD 015 988

Foley, Linda A.

The Contact Situation and Personality Factors Influencing Blacks' Attitudes Toward Whites.

Pub Date Mar 76

Note—23p.; Paper presented at the Symposium - Blacks in White America: Race Relations from a Black Perspective, at the Southeastern Psychological Association annual meeting (New Orleans, Louisiana, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adoption (Ideas), *Caucasians, Change Agents, *Changing Attitudes, Cognitive Processes, Comparative Analysis, Discriminatory Attitudes (Social), Interaction, Males, Negative Attitudes, Negro Attitudes, *Negroes, Personality Assessment, *Prisoners, *Race Relations, *Racial Attitudes, Racial Factors, Racism, Self Esteem

How interracial contact affects the attitudes of blacks towards whites is explored in this study, which also delineates the personality characteristics predictive of prejudice and prejudice changes, and how these characteristics differ between blacks and whites. The sample includes 112 male inmates; 63 blacks and 49 whites, who are newly admitted to a medium security correctional institution. Over a one month period every inmate takes a series of questionnaires to assess his cognitive complexity, self esteem, attitudes toward people, and prejudice. Three weeks after his first session each then responds to a second measure of prejudice. Results indicate that initially whites are much more prejudiced

than blacks. The contact situation increases prejudice in blacks and decreases it in whites. The only variable that functions the same for both races is that within each group positive attitudes toward people in general predicts a decrease in prejudice. Simple cognitive structure, highly predictive of prejudice in whites, is predictive of a low level in blacks. Low self esteem predicts a decrease in prejudice in whites, but an increase in blacks. The implementation of contact situations without adequate insight into the effects on both races is cautioned. (Author/AM)

ED 121 928 UD 015 989

Wilson, Franklin D.

The Ecology of a Black Business District: Sociological and Historical Analysis.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-315-75

Pub Date Nov 75

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Case Studies, *Ecological Factors, Failure Factors, Negro Achievement, *Negro Businesses, Negro Culture, Negro Employment, Negro History, Negro Institutions, *Negro Leadership, Negro Organizations, Site Analysis, *Social History, Social Influences, Success Factors
Identifiers—*Alabama (Birmingham)

A case history on the ecology of a black business district (B.B.D.) is presented, with respect to its location, development, persistence, and decline. Some of the major points emphasized in various sections are: (1) the ecological development of the B.B.D. in Birmingham is somewhat similar to the pattern identified for B.B.D.s in other southern cities; (2) the location of black businesses moves from a pattern of dispersion to contiguous concentration in the B.B.D. (3) the B.B.D. traditionally functions as a cultural and social center for blacks, and attached to it are certain establishments and a population that embraces a deviant or underworld culture; (4) the B.B.D. is experiencing land use changes, as indicated by the substantial decline in the number of businesses located within its boundaries during the past decade; and, (5) high business failures and the relocation of other businesses are the primary indicators of the declining functions of the B.B.D. with respect to the black population of Birmingham. While the fate of B.B.D.s located in other large cities throughout the nation cannot be generalized about, a few observations on the possible implications that the data presented on the B.B.D. in Birmingham might represent are made. It is possible that other B.B.D.s might experience similar declines in the economic as well as sociocultural functions they are performing for blacks given similar conditions of development, increasing decentralization of the black population, and increasing changes in the structure of black-white relations. (Author/AM)

ED 121 929 UD 015 990

Sciarra, Dorothy June Dorsey, Anne

Nine-Year Follow-Up Study of Montessori Education.

Pub Date [76]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Alternatives, Educational Assessment, Educational Environment, Educational Innovation, *Educational Philosophy, Educational Principles, *Educational Theories, Elementary Education, *Follow-up Studies, Grade 6, *Program Effectiveness, *Program Evaluation, Success Factors
Identifiers—*Montessori Education

Results of an earlier six-year followup study demonstrated that a group of children with four years of Montessori education, including preschool and primary school, score best on all seven variables of the third grade level Metropolitan Achievement Test (MAT). The group with no preschool experience scored lowest on five of seven variables of the test. The children in the highest scoring group had been in at least two different Montessori schools with as many as three different teachers. The strong positive results indicate that the common elements of the Montessori philosophy withstood the exigencies of being set forth by several teachers. The purpose of this nine-year followup is to in-

investigate whether these positive effects are maintained up to sixth grade level. Twenty-eight of the 77 students evaluated at the third grade in the earlier study are again compared on MAT scores. Although no statistically significant results are obtained, those groups of children who had early Montessori training generally score higher on sub-tests of the MAT administered at sixth grade level than do those children who had Head Start or no preschool. Results obtained on the third grade MAT of those same children show similar but more brilliant results. Results of the study tend to re-confirm the importance of preschool experience for disadvantaged children. Research questions are listed. (Author/AM)

ED 121 930 UD 015 991
Facts on Women Workers of Minority Races.
 [Revised Version, May 1975].

Employment Standards Administration (DOL),
 Washington, D.C. Women's Bureau.
 Pub Date May 75

Note—10p.; For June 1970 data, see ED 065 661
 Available from—Superintendent of Documents;
 U.S. Government Printing Office, Washington,
 D.C. 20402 (Stock No. 029-016-00029-1;
 \$0.35)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—American Indians, Asian Americans, Cultural Factors, Dropouts, Economically Disadvantaged, Economic Climate, Economic Disadvantage, Economic Factors, Economic Opportunities, Economic Status, Educational Background, Employment Opportunities, Employment Problems, Employment Trends, Ethnic Groups, *Females, Heads of Households, Housewives, Labor Force, Marital Status, *Minority Groups, Mothers, Negroes, *Social Factors, Socioeconomic

Status, Spanish Speaking, *Statistical Data, Unemployed, *Working Women

Data provided in this study encompass topics such as: labor force participation, unemployment, marital status, women heads of families, working mothers, the children of working mothers, education, employment status of high school dropouts, occupations, full-time and full-year workers, and earnings. Minority workers (data refers to all races other than white), are being seriously affected by the current economic recession. Their unemployment rates, like those of white workers, have increased steadily. Moreover, the gap between the unemployment rates of minority and white workers has widened. In addition to the higher unemployment rates of minority women workers, these women suffer other disadvantages in the labor market, which have lessened over the last decade or so. Despite advances, minority women are more likely than white women to be in low-skilled, low-wage occupations. Even when they are fully employed, their earnings continue to be lower than those of white women or minority men or white men. Women of minority races are more likely than white women to be in the labor force (includes employed and unemployed persons) and to be working wives and mothers. They are also more likely to be heads of families. Although they still have slightly less formal education than white women workers, the gap in educational attainment between the two groups has been sharply reduced in recent years. (Author/AM)

ED 121 931 UD 015 993
Funding an Alternative School.
 Alternate Learning Project, Providence, R.I.
 Pub Date 74
 Note—10p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Alternative Schools, *Bibliographies, Comparative Analysis, Educational Alternatives, Educational Finance, Federal Aid, Financial Problems, *Financial Support, Private Financial Support, *Program Budgeting, Program Costs, *Public School Systems, School Funds

Identifiers—*Project Alternate Learning, Rhode Island (Providence)

Several types of funding for alternative schools such as list books on Federal grants, foundations, and other sources of money are described in this paper, along with explanations about some of the ways in which an alternative school budget differs from that of a traditional school. Probably the best option from the point of view of stability is being funded by the public school system. This route also offers great advantages in terms of the amount of influence the program can have on more traditional schooling. However, an important difficulty to public funding is the tendency of a traditional system to attempt to make the alternative program conform to its ways. Start-up funding has been, until 1975, available from the Federal government in the form of an ESEA Title III grant. This avenue seems to be closing, but Federal funds are still available for a host of needs. Grants from private institutions and foundations are also available, yet these funds require considerable time and work to get and must be continually renewed. Tuition, as well as fund-raising through direct mail, solicitation of contributions, and some less traditional alternative methods such as the possibility of funding through operating a business or making things to sell are also mentioned. That flexibility is the essential ingredient of an alternative schools' budget as compared with that of a traditional school is highlighted. (Author/AM)

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Subject Index

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As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

1202 Commissions

Statewide Planning and the Private Sector.
ED 121 194

Abbreviations

Acronyms and Abbreviations in Library and Information Work: A Reference Handbook of British Usage.
ED 121 336//

Ability

Investigations in Mathematics Education, Vol. 8 No. 3. Special Issues: Critical Analyses of the NLSMA Reports.
ED 121 630

Some Properties of a Bayesian Adaptive Ability Testing Strategy.
ED 121 819

Ability Development Project

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Volume 1 of 2 Volumes.
ED 121 046

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Appendix. Volume 2 of 2 Volumes.
ED 121 047

Ability Grouping

Ability Grouping and Reading Achievement by Slow Learners.
ED 121 902

Aborigines

The Walkabout Gene.
ED 121 903

Abstraction Levels

An Overview of the Issues.
ED 120 970//

Pictures, Repetition, and Young Children's Oral Prose Learning.
ED 120 690

Abstract Reasoning

Rethinking "Thinking about Thinking."
ED 120 693

Abstracts

Abstracts of Innovative/Exemplary Activities in Industrial Teacher Education in the State of Michigan (MCITE Report-G Rev. 1976).
ED 121 769

Investigations in Mathematics Education, Vol. 8 No. 2.
ED 121 629

Investigations in Mathematics Education, Vol. 8 No. 3. Special Issues: Critical Analyses of the NLSMA Reports.

Statistical Abstract of the United States, 1975. 96th Annual Edition.
ED 121 885//

Academic Achievement

The 1964 Graduation Class Revisited: 1975. A Survey of Educational and Occupational Accomplishments During the Eleven-Year Interval.
ED 120 621

Bilingual Mini-School Tutoring Project. A State of Washington URRD (Urban, Rural, Racial, Disadvantaged) Program. Mid-Year Evaluation, 1975-76 Program Year.
ED 121 497

Can Teachers Make a Difference? Home Environment and School Study Report 1974:1.
ED 121 912//

The Cornell Diagnostic Observatory and Reporting System for Student Description of College Teaching.
ED 121 211

Correlates of Oral Participation in Classrooms. Educational Assessment.
ED 121 744

The Effects of an Organization Development Program on Satisfaction, Group Process, Climate, Leadership, and Student Achievement.
ED 120 975//

Evaluation of Migrant Education. Title I-M Programs in the State of Oregon, September 1974 - August 1975.
ED 120 937

The Home, the School and Achievement in Mathematics and Science. Home Environment and School Study Report 1974:4.
ED 121 528

The Performance Cycle: Motivation and Attention as Mediating Variables in School Performance. Home Environment and School Study Report 1974:5.
ED 121 914//

Prerequisite Courses as Predictors of Achievement in the Natural Sciences. OASIS Research Report #3.
ED 121 617

The Principal and Student Achievement.
ED 120 966

The Relationship between Non-Standard Dialect and Academic Achievement.
ED 120 779

The Relationship Between Tasksetting Teaching Behaviour and Pupil Achievement.
ED 121 785

The Relative Effects of Alternative Learning Structures on Attitudes and Achievements.
ED 121 757

Research Support for the Instructional Strategy Diagnostic Profile. Technical Report No. 3.
ED 121 753

A Review of Literature Pertaining to the Year-Round School and Its Implications for the Macomb Community Unit District Number 185, K-12, Macomb, Illinois. Bibliography Revised 1974.
ED 120 968

Schooling and Learning.

Student Control and Choice: Some Theoretical Assumptions and Cautions Based Upon Research.
ED 120 965

Student Success: How to Be a Better Student and Still Have Time for Your Friends.
ED 120 668//

Summary of the Evaluation Report of ECE, ESEA Title I, and EDY 1974-75.
ED 121 469

Teacher Prophecies and the Inheritance of Inequality.
ED 121 892

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CS501295	ED120845	EA008101	ED120942	EC082717	ED121039
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CS501297	ED120847	EA008103	ED120944//	EC082719	ED121041
CS501298	ED120848	EA008104	ED120945//	EC082763	ED121042//
CS501299	ED120849	EA008105	ED120946//	EC082764	ED121043
CS501300	ED120850	EA008106	ED120947//	EC082767	ED121044
CS501301	ED120851	EA008107	ED120948//	EC082768	ED121045
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CS501315	ED120865//	EA008125	ED120962	FL007488	ED121059
CS501316	ED120866	EA008126	ED120963	FL007489	ED121060
CS501317	ED120867	EA008127	ED120964	FL007496	ED121061
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CS501320	ED120870	EA008130	ED120967	FL007519	ED121064
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CS501324	ED120874	EA008137	ED120971//	FL007530	ED121068
CS501325	ED120875	EA008138	ED120972//	FL007532	ED121069
CS501326	ED120876	EA008139	ED120973//	FL007533	ED121070
CS501328	ED120877	EA008140	ED120974//	FL007534	ED121071
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CS501334	ED120883	EA008146	ED120980//	FL007540	ED121077
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CS501342	ED120887//	EA008159	ED120984	FL007544	ED121081
CS501343	ED120888//	EA008161	ED120985	FL007545	ED121082
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CS501348	ED120892	EA008165	ED120989	FL007549	ED121086
		EA008166	ED120990	FL007550	ED121087
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EA007573	ED120895	EC082480	ED120993	FL007556	ED121090//
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EA008022	ED120900	EC082485	ED120998//	FL007568	ED121095
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EA008024	ED120902				

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FL007584	ED121100	HE007644	ED121197	IR003271	ED121294
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FL007598	ED121109	HE007656	ED121206	IR003281	ED121303
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FL007632	ED121114	HE007669	ED121211	IR003286	ED121308
FL007633	ED121115	HE007671	ED121212	IR003287	ED121309//
FL007634	ED121116	HE007673	ED121213	IR003288	ED121310//
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FL007636	ED121118	HE007675	ED121215	IR003290	ED121312//
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FL007639	ED121121//	HE007679	ED121218	IR003293	ED121315//
FL007641	ED121122	HE007681	ED121219	IR003294	ED121316//
FL007642	ED121123	HE007688	ED121220//	IR003295	ED121317//
FL007643	ED121124	HE007693	ED121221	IR003296	ED121318//
FL007644	ED121125	HE007724	ED121222	IR003297	ED121319//
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		HE007745	ED121224	IR003299	ED121321//
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HE007547	ED121144	IR003202	ED121241	IR003343	ED121339//
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JC760242	ED121398	RC009077	ED121494	SE020461	ED121591
JC760243	ED121399	RC009078	ED121495	SE020479	ED121592//
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JC760245	ED121401	RC009091	ED121497	SE020499	ED121594
JC760246	ED121402	RC009093	ED121498	SE020599	ED121595
JC760247	ED121403	RC009096	ED121499	SE020649	ED121596
JC760248	ED121404	RC009097	ED121500	SE020650	ED121597//
JC760249	ED121405	RC009098	ED121501	SE020651	ED121598//
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JC760260	ED121411	RC009104	ED121507	SE020678	ED121604
		RC009105	ED121508	SE020692	ED121605//
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PS008362	ED121416	RC009110	ED121513	SE020724	ED121610//
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PS008447	ED121420	RC009114	ED121517	SE020730	ED121614//
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PS008454	ED121424	RC009118	ED121521	SE020753	ED121618//
PS008458	ED121425	RC009119	ED121522	SE020754	ED121619//
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NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVENTITIOUSLY HANDICAPPED

Sep 1975

SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov 1975

SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES

Mar 1976

SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ATHAPASCAN LANGUAGES

Sep 1975

UF Athabascan Languages

AUTEURISM

May 1976

SN The consideration of films as embodiments of the personalities of film directors.

Birth Defects

USE ANOMALIES

CAREER EXPLORATION

Sep 1975

SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

Cinema

USE FILMS

CONGENITALLY HANDICAPPED

Sep 1975

SN Handicapped at birth.

CONSUMER PROTECTION

Dec 1975

SN Methods of processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS

Feb 1976

SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing

(noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction—designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.

UF CEU

Continuing Professional Education

USE PROFESSIONAL CONTINUING EDUCATION

DISCOGRAPHIES

Feb 1976

SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE

Feb 1976

SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES

Mar 1976

SN Degree emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS

Sep 1975

SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

ENLISTED PERSONNEL

May 1976

(Replaces old term ENLISTED MEN.)

Enlisted Women

USE ENLISTED PERSONNEL

Equity (Impartiality)

USE JUSTICE

ESKIMO ALEUT LANGUAGES

Sep 1975

UF Aleut

Exemplary Programs

USE DEMONSTRATION PROGRAMS

Exemplary Projects

USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS

May 1976

SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

FIELD HOCKEY

Dec 1975

FILM CRITICISM

May 1976

SN Act and art of analyzing and judging the quality of films.

FILMOGRAPHIES

May 1976

SN Lists of films, sometimes including other media and/or commentary.

UF Film Lists

Folklore

USE FOLK CULTURE

FOOTBALL

Dec 1975

HAWAIIANS

Mar 1976

SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HYPERTENSION

Nov 1975

UF High Blood Pressure

ILLEGAL IMMIGRANTS

Mar 1976

SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.

UF Alien Illegality
Illegal Aliens
Immigrant Illegality

INDOCHINESE

Mar 1976

UF Cambodian Americans
Laotian Americans
Vietnamese Americans

INSTITUTIONALIZED PERSONS

May 1976

(Replaces old term INSTITUTIONALIZED (PERSONS).)

INSTRUCTIONAL STUDENT COSTS

Dec 1975

SN Costs incurred by students for formal instruction—includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

JOB ENRICHMENT

Feb 1976

SN Reshaping of work and work flow to produce more meaningful job content.
UF Work Enrichment

LABELING (OF PERSONS)

Sep 1975

SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an indi-

vidual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

LANGUAGE ATTITUDES Mar 1976

SN Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION Mar 1976

SN Language in which curriculum subjects are presented.

UF Instructional Language
Medium of Instruction (Language)
Teaching Language

LIBRARY ADMINISTRATION Sep 1975

UF Library Management

LIFETIME SPORTS Dec 1975

SN Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

Mainstreaming

USE REGULAR CLASS PLACEMENT

NEEDS ASSESSMENT Feb 1976

SN Evaluative process of determining needs and deciding on priorities among them.

NONINSTRUCTIONAL STUDENT COSTS

Dec 1975

SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

Nonbook Materials

USE AUDIOVISUAL AIDS

Nonprint Materials

USE AUDIOVISUAL AIDS

Nonprint Media

USE AUDIOVISUAL AIDS

ORAL HISTORY

Feb 1976

SN History via recordings and transcripts of speech.

ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976

(Replaces old term ORNAMENTAL HORTICULTURE OCCUPATION.)

PARAPROFESSIONAL PERSONNEL

Feb 1976

SN Persons engaged to work with professionals in secondary or supplementary capacities.

PERINATAL INFLUENCES Sep 1975

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

Plays (Theatrical)

USE DRAMA

PORTUGUESE AMERICANS Mar 1976

PRETEND PLAY May 1976

SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.

UF Fantasy Play
Make Believe Play

PROSOCIAL BEHAVIOR

SN Socially valued or positive social actions which are generally supportive of others within the existing social system.

Prosodic Features (Speech)

USE SUPRASEGMENTALS

Prosody (Literary)

USE VERSIFICATION

RAPE

Sep 1975

UF Statutory Rape

Readings (Collections)

USE ANTHOLOGIES

Resegregated Schools

USE SCHOOL SEGREGATION

SAMOAN AMERICANS Mar 1976

SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.

UF American Samoans

School Employees

USE SCHOOL PERSONNEL

School Resegregation

USE SCHOOL SEGREGATION

SOCCER

Dec 1975

SOCIAL SCIENCE RESEARCH Sep 1975

SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOFTBALL

Dec 1975

STRESS (PHONOLOGY)

Mar 1976

STUDENT EVALUATION OF TEACHER PERFORMANCE May 1976

SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.

STUDENT FINANCIAL AID Mar 1976

UF Student Aid

STUDENT RECRUITMENT Feb 1976

SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.

TRACK AND FIELD

Dec 1975

VOLLEYBALL

Dec 1975

WELSH

Sep 1975

SN The Celtic language of Wales.

WIDOWED

Nov 1975

SN Widows and widowers.

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